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ABSTRACT

This module, one of ten competency based modules developed for vocational teachers, focuses on securing employment in home economics. It is designed for a variety of levels of learners (secondary, postsecondary, adult) in both school and nonschool educational settings. Five competencies to be developed with this module deal with the meaning of work; availability of jobs that use home economics skills; job application procedures; laws, regulations, and policies that affect workers; and interpersonal relationships on the job. Student behavioral objectives, teaching strategies, and teaching resources, (books, audiovisual aids, etc.) are listed for each competency. In an assessment section are pre- and posttests and a performance instrument with answer keys. Appended are seventy-two learner information sheets (forms, fact sheets, work sheets) and ten teacher information sheets (fact sheets, reference lists) keyed to specific teaching strategies in this module. A separate resource section lists books, periodicals, curriculum materials, pamphlets, films, filmstrips, tapes, kits, transparencies, slides, games, etc. Introductory material includes background on the development and field testing of the module plus rationale and directions for use of the module. (It is suggested that this module be used in conjunction with or prior to each of the other modules in this series--see note.) (JH)

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OCCUPATIONAL HOME ECONOMICS EDUCATION SERIES

ED155383

SECURING EMPLOYMENT

Competency Based Teaching Module

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Washington, D. C.
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1977

This document is part of the Occupational Home Economics Education Series. The competency-based series are in module format and each contains assessment instruments, concepts strategies, resources, and student reference sheets for each of the following occupational titles:

- CARE AND INDEPENDENT LIVING SERVICES FOR AGING
- CATERING SERVICES
- CLOTHING ALTERATIONS
- CONSUMER SERVICES
- FABRICS AND TEXTILES MERCHANDISING
- FAST FOOD SERVICES
- FURNISHINGS AND HOUSING MAINTENANCE SERVICES
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FOREWORD

The focal point of home economics occupations is jobs which relate to the home and family. Technical skills and abilities to manage multiple resources are then transferable to related occupations in business, industry, institutions and governmental agencies. This series of modules provides training to develop the competencies and skills for delivery of services needed by society.

Each module focuses on the development of learners for paid employment through a sequence of pre-assessment, objectives, competencies, suggested teaching strategies which utilize multi-sensory experiences, resources, and post-assessment. Each module addresses cognitive, affective and psychomotor learning pertinent to specific job performance.

The uniqueness of these teaching/learning materials is in the creativity in the resources utilized, learning strategies employed, and the emphasis on job skills. The competencies and skills learned in these modules may be used in home, business, industrial, institutional, and agency settings. Each module is developed in a lattice context; the worker can move horizontally to other jobs requiring comparable skills, or vertically within the same job area by acquiring additional competencies. Each module emphasizes decision-making in order to facilitate either horizontal or vertical job progression.

It is hoped that these Occupational Home Economics Education Series modules will substantially contribute to the development of workers for paid employment and will enhance the multiple roles of all workers -- family, job, citizen.

Kinsey B. Green
Project Director
American Home Economics Association

ACKNOWLEDGMENTS

These competency-based teaching modules have been developed through the cooperative efforts of many people. We wish to express our appreciation to those individuals involved with this project.

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We also wish to thank the membership of the American Home Economics Association for their support and many contributions.

The following is a list of the consultant team leaders who developed the modules. We acknowledge their indispensable contributions with thanks.

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INTRODUCTION

Background

An urgent need exists for trained workers in the human services industry at all levels. Failure to recognize that definite skills are needed whether home-related tasks are performed inside or outside the home has relegated many of these services to dead-end jobs. Consequently, jobs of this nature are not sought but rather are accepted only by those lacking the education or training for more prestigious positions.

Society ends up the loser from this state of affairs because persons enjoying a high standard of living are unable to procure satisfactory home-related services, and persons with no alternative but to accept low-paying service jobs find few satisfaction in the work. These persons often though employed full-time, are unable to support themselves sufficiently to avoid welfare status.

The American Home Economics Association, recognizing both the needs of the individuals employed in home-related service jobs and those of society, sought funds to develop a system for training and providing upward mobility opportunities for workers in the human service occupations.

In June of 1974 the United States Office of Education, Bureau of Occupational and Adult Education, awarded the American Home Economics Association a 30-month contract to develop and field test non-graded, competency-based teaching modules in the areas of occupational home economics. Prior to this juncture in time, occupational curriculum development in home economics had primarily consisted of scattered and individualized efforts.

The contract for the project divided the work into two phases. Phase I of the project involved a state-of-the-art study which was the development of a computer-generated annotated bibliography of curricula currently available in occupational home economics. A study was also completed concerning the bases used for making curriculum decisions by home economics teachers, state and local supervisors, home economics teacher educators, and state directors of vocational education. Phase II involved the development, field testing, and revision of non-graded, competency-based teaching modules to meet the identified curricular needs which in turn help meet societal need.

Overview of Home Economics Occupations

Ten modules were developed by this project. They build upon an earlier AHEA project in which home economics career ladders and lattices were identified and developed, findings from Phase I of the project which identified areas of curricular need, and the bases for making curriculum decisions. The modules further encompass a clustering concept to enable the learner to be prepared with a group of skills that are common to several jobs rather than preparation for a single job.

Areas Needing Development

From an examination and analysis of the annotated bibliography developed during Phase I, areas of curricula needing development in the various occupational areas were identified for competency-based teaching module development. The titles were chosen in relation to newly emerging occupations as well as those described in home economics career ladders and lattices. The modules developed by this project are:

Care and Independent Living Services for the Aging

Fabric and Textiles Merchandising

Clothing Alterations

Fast Food Services

Catering Services

Furnishings and Housing Maintenance Services

Window Treatment Services

Housing Management Services

Consumer Services

Securing Employment in Home Economics Occupations

Ladders and Lattices

Upgrading human services at all levels continues to be an objective of the American Home Economics Association. This concept was given impetus through a contract with the United States Department of Labor during which Career Ladders and Lattices in Home Economics Related Areas: Possibilities for Upgrading Household Employment was developed. Approximately 27 career ladders in home economics occupations are identified in this publication. The ladders are based on knowledge and skill in one or more areas of home economics and points on the ladders where intersections (lattices) to other ladders occur are delineated.

Career ladders identified in clothing and textiles are merchandising, dry cleaning, clothing alteration, clothing design and construction, and theatrical costuming. Ladders in the family relations and child development area include those jobs in child care centers, day schools for handicapped children, recreation centers, institutions, and private education. Opportunities identified on the foods and nutrition ladder are dietetics, extension, school food service, airline foods, and restaurants. The home management and family economics ladders are in public housing, homemaker services, and private households. Household equipment, appliance repair, and interior design/decorating are the titles of ladders in housing, furnishings, and equipment.

The modules were developed around and beyond these ladders already in existence. Each module developer analyzed the job inventory and expanded the ladder to include emerging occupations as well as latticing with other areas. This career ladder base helps to insure that learners are prepared for jobs that do exist and are available to them. The ladder concept further provides for both horizontal and vertical mobility in the career field. This is then expanded by cluster training which provides opportunities for mobility (latticing) to other career ladders.

Each of the modules (except for Securing Employment in Home Economics Occupations) can be found on a career ladder in the human services occupations. The complete ladder for each particular module can be found in the respective modules with an accompanying explanation of its lattice relationships with other areas.

Occupational Clustering Concept

One of the guiding principles of the project and one fundamental to the use of the modules is that of clustering. Clustering is based upon the concept of preparing learners for several related jobs through the teaching of common skills. Since most people change jobs several times throughout their lifespans, clustering offers a definite advantage to both employer and the employee. Workers are able to switch from job to job with a minimal amount of retraining.

Another advantage of the clustering approach is that it affords learners a chance to mature before making their occupational choices. Through clustering they are prepared to work on several jobs in a given area of work.

Clustering differs from traditional vocational education in that learning experiences are provided the learner which encompass a group of competencies for entering several related occupations. Traditional vocational education programs train the learner for a specific job with very specific skills.

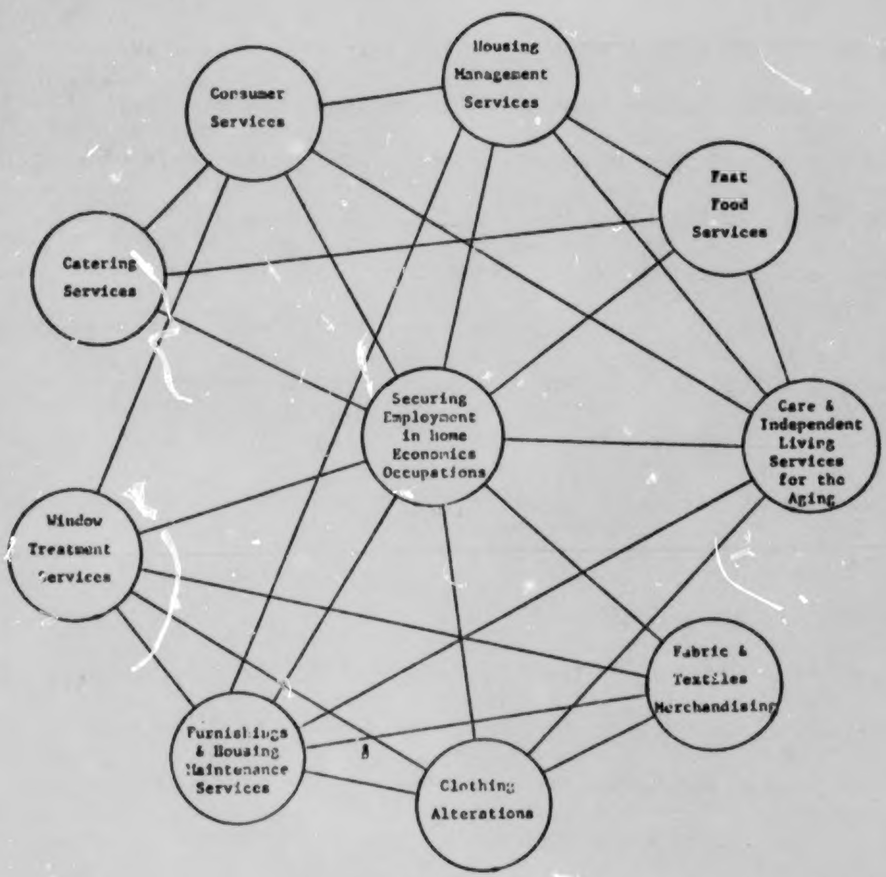
According to Weagraff (1974) there are generally three methods for developing clusters. They are sociological/psychological, descriptive approaches, and task analysis approaches. The sociological/psychological approach utilizes the aspects of occupational choice and worker functions as its foundation. Proponents of this approach have used two and three-dimensional matrices of occupational families arranged in order of status and occupational areas. Descriptive approaches describe jobs and group them together on the basis of broad generalities.

Task analysis approaches use job analysis techniques in which occupational groupings are based upon similarities in various jobs. Functional skills and knowledge are identified. Those techniques, skills, and knowledge that are common to several jobs are then grouped together. The module developers used task inventories as the bases for the modules' competencies. The job analyses were obtained from a variety of sources. In the case of emerging occupations, where no task analysis or inventory had as yet been done, the module developers generated this on their own. This involved interviewing both employees and their respective employers. They were each asked to delineate the tasks involved for the job. Collectively, these data were used to compile the task inventory. The clustering concept can be minimally extended to the modules as an entire group since the modules each have some competencies and skills appropriate to other modules.

Interrelationships and Intersections of Ladders

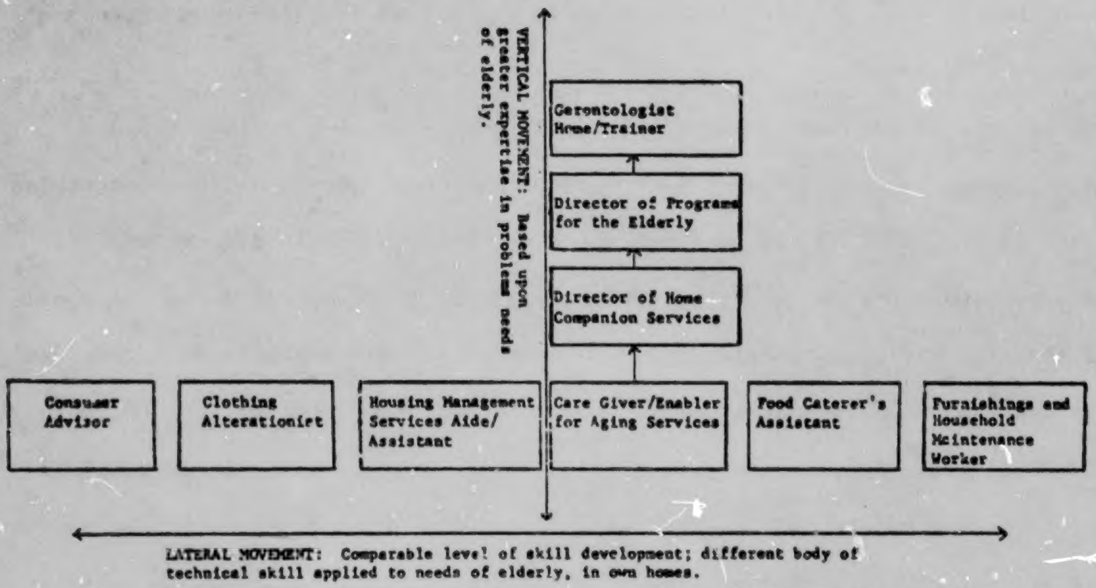
The individual ladder for each of the occupational areas in the respective modules shows the primary lattice relationships to other modules. The following diagram is a representation of most of the possible intersections among the ladders of the various modules. Because of the competencies required for respective modules, some have greater job mobility than others.

Diagram 1. Interrelationships of the Module's Ladders


Housing Management Services
Consumer Services
Fast Food Services
Catering Services
Securing Employment in Home Economics Occupations
Care & Independent Living Services for the Aging
Window Treatment Services
Fabric & Textiles Merchandising
Furnishings & Housing Maintenance Services
Clothing Alterations

The following excerpt demonstrates vertical mobility within a job cluster and lateral mobility among clusters. Common dimensions relate to provision of services for individuals in their own homes and focus on a specific population, the elderly. Vertical mobility varies with degree of expertise; lateral movement varies with the application of a different body of technical skill to the needs of the elderly. Knowledge of the unique needs of the elderly, application of a body of technical expertise and the ability to identify and use community resources are common threads pervasive throughout the lattice shown.

Diagram 2. Vertical and Lateral Mobility for Modules


VERTICAL MOVEMENT: Based upon greater expertise in problem needs of elderly.
Gerontologist Home/Trainer
Director of Programs for the Elderly
Director of Home Companion Services
Consumer Advisor
Clothing Alterationist
Housing Management Services Aide/Assistant
Care Giver/Enabler for Aging Services
Food Caterer's Assistant
Furnishings and Household Maintenance Worker
LATERAL MOVEMENT: Comparable level of skill development; different body of technical skill applied to needs of elderly, in own homes.

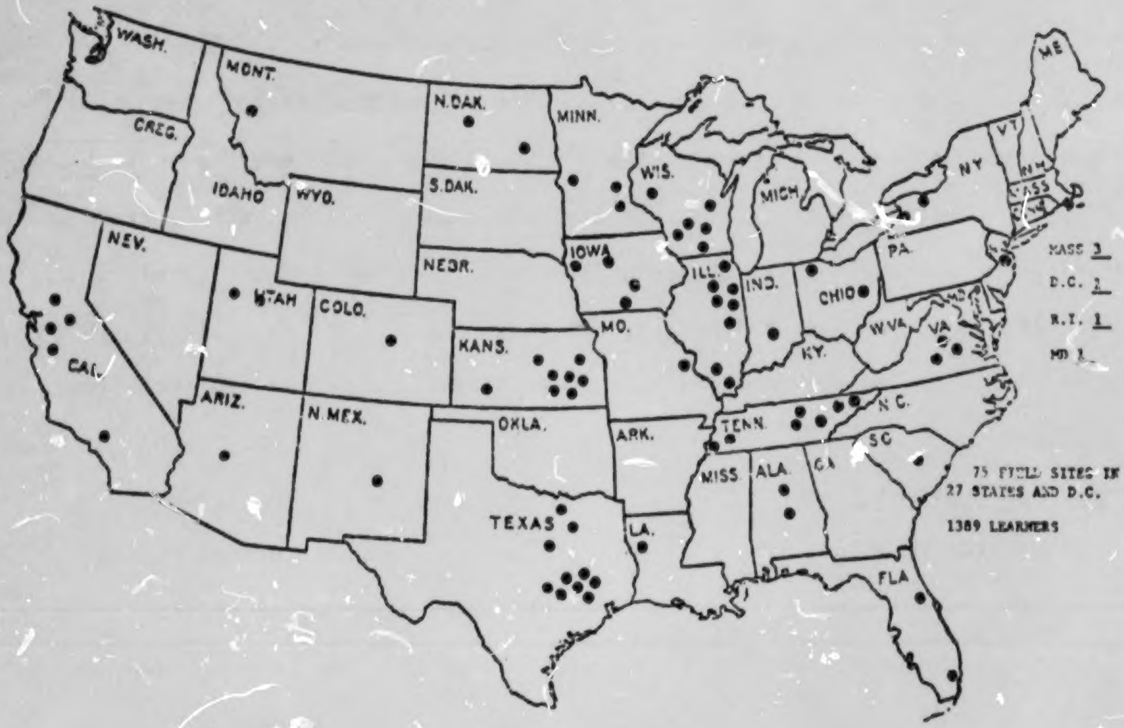
Securing Employment in Home Economics Occupations has no occupational ladder. Rather, this module focuses on those knowledges, skills, attitudes, and behaviors which are essential to obtain and maintain employment. It should be used in conjunction with or prior to each of the other modules to adequately train a learner.

Evaluation of Materials

All modules developed by this project were field tested in 1976. Persons were invited to express their interest in field test participation through a variety of avenues. An open invitation was extended at the AHEA annual meeting in June of 1975 and followed with a notice in the August 1975 issue of AHEA Action. Letters were mailed to state and local vocational home economics supervisors in the 50 states and U. S. territories. Module developers also made personal contacts with professionals around the country to promote applications for field test participation. A total of 207 responses were received from which the 88 field test sites were selected, representing 1760 learners.

Field test teachers representing 29 states and the District of Columbia were selected by the module developers in terms of criteria established cooperatively with contract personnel. The criteria included teacher qualifications and experience, recommendation by state supervisors, acceptable minimum number of learners, type of educational setting, age level of learners, and geographic location. All modules were field tested in sites with learners in at least two of three identified learner levels (secondary, post-secondary, adult) and in both school and non-school settings. Resulting class drop outs, reduced the field test sites to 75 with 1389 learners represented as indicated on the map which follows (Diagram 3).

Diagram 3. Distribution of Field Test Sites


WASH.
MONT.
N.DAK.
MINN.
OREG.
IDAHO
WYO.
S.DAK.
WIS.
MICH.
NY
VT
NH
MASS
ME
NEV.
UTAH
COLO.
NEBR.
IOWA
ILL.
IND.
OHIO
PA.
MD
W.VA.
VA.
KY.
MO.
KANS.
CAL.
ARIZ.
N.MEX.
OKLA.
ARK.
TENN.
N.C.
SC
MISS.
ALA.
GA
TEXAS
LA.
FLA

MASS 3
D.C. 1
R.I. 1
MD 1

75 FIELD SITES IN
27 STATES AND D.C.

1389 LEARNERS

Field Test Design

The study included two components: 1) a descriptive assessment of the effectiveness and usability of the modules by the 75 field test teachers, and 2) an assessment of performance on competencies of 75 groups of learners who studied the modules as treatment. The module assessment instrument used for the first component of this study was developed solely for field test and research purposes. Whereas, the pre/post assessment instruments used in the second component of the study are included as integral parts of each module.

The data collected from the module assessment by field test teachers were used to revise the modules prior to publication. This instrument was tested for content validity by presentation to the six module developers and to a jury of five professionals recognized in the field of curriculum developement and measurement. The jury classified each item according to the criterion measured (effectiveness or usability) and the component addressed (competencies, objectives, suggested strategies, references and resources, assessment instruments, learner information sheets, or overall evaluation). The minimum acceptance level for an item on this instrument was established at .70.

The pre/post assessment component consisted of an analysis of change in learner performance on the competencies in the modules. The pre/post assessments were submitted to juries to establish the quality of the instruments. The following are the quality standards and the minimum acceptance levels which were established: content and/or temporal reliability, .85; objectivity, 100% agreement by the jury; content and construct validity, more than 50% agreement by the jury.

Summary of Technical Report

A detailed technical report of the data analysis and discussion of the findings is on file with the American Home Economics Association and the Office of Education. However, the general research design and conclusions drawn are presented here to indicate to the user, the quality of the modules which comprise this project.

A total of six hypotheses were tested using data collected from 75 field test teachers and 1389 learners. Data from the pre/post cognitive test provided the basis for testing the first two hypotheses, namely:

1. Learners will increase in level of competency from pre to post assessment based on competencies incorporated in specific occupational modules.

2. Level of learner competency as measured by pre and post assessment will not vary with differences in educational setting and learners' educational level.

Using the data from the teacher opinion assessment, the remaining hypotheses were tested, namely:

3. The majority of teachers will judge the components and overall assessment of the curriculum module to be usable.

4. The majority of teachers will judge the components and overall assessment of the curriculum module to be effective.

5. There is no difference in teacher judgment as to the usability of the modules when the teachers have a

a) varied educational background

b) different number of years teaching experience in vocational home economics

c) different number of years work experience in home economics related jobs other than teaching.

6. There is no difference in teacher judgment as to the effectiveness of the module when teachers have a

a) varied educational background

b) different number of years teaching experience in vocational home economics

c) different number of years work experience in home economics related jobs other than teaching.

In order to test the hypotheses, various statistical treatments were administered. Although 1389 learners in 75 field test sites provided data on the the modules, due to the late spring field tests, not all of the data could be used. In general a few sites provided only pre test data or vice versa; early employment and pupil drop-out accounted for incomplete test data for some learners. Data were restricted to those learners who had completed both the pre and post assessments for hypothesis one, that there was a gain in learners' achievement. Mean gain scores were determined from differences between the pre test mean score and post test mean score for each module. A correlated sample *t* test was run for eleven modules(Catering Services levels I and II were analyzed separately). Hypothesis two was first submitted to an analysis of covariance for the six modules which had field test data in different levels and settings. In order to determine whether or not different educational levels and in-school or out-of-school educational settings made a difference in the quality of the modules, it was essential to be sure that the learners in these different levels and settings were starting at the same point. Therefore, an analysis of covariance test was applied to the data to determine the homogeneity of the learners. In testing hypotheses three, four, five, and six that teachers regardless of background, would judge the modules to be usable and effective, an item by item inspection of the data was overwhelmingly clear without further statistical treatment.

Results of the data collected and statistically analyzed from the learners pre/post cognitive test, indicated that all of the curriculum modules revealed a gain in learner achievement. The modules were indeed effective in increasing the learners' competencies identified within each module. Since it was established that the groups were homogeneous, these results demonstrated that the modules were equally effective with different settings and learner levels. Consequently, the modules were found to be appropriate and effective for teachers in school and non-school settings and for secondary, post secondary, and adult learners.

Data collected from teacher opinions of the modules relative to hypotheses three, four, five, and six, showed a clear majority of teachers who rated the modules as usable and effective. An item by item inspection of the data from the teacher assessment indicated that the components (competencies, objectives, suggested strategies, references/resources, evaluation instruments, learner information sheets, and overall assessment of the modules) were given similar ratings. There was almost unanimous agreement among the teachers that each item on the assessment form, representing all of the components set forth above, was excellent, good, or at least average. Since these teachers came from different geographical areas and varied backgrounds such as Bachelors', Masters' or other degrees; teachers with several months or 15-20 years teaching and work experience, and since all of them judged the modules similarly as helpful tools facilitating learning, the modules are deemed to be generalizable for innumerable situations.

Field test teachers were encouraged to add constructive comments related to their particular modules. In addition, teachers kept a daily curriculum log identifying objectives, strategies and references and/or resources used with reasons for including or omitting them. Some comments were:

"well thought out curriculum..."

"something for each student..."

"wished we could have studied this longer..."

"the real beauty is the adaptability..."

"am impressed with it..."

"learned a number of things we would not have been exposed to had we not done the module..."

"certainly gives plenty of references..."

"games and worksheets were both enjoyable and stimulating..."

"participating in field testing has to be our success story, fun, and challenge for 1976..."

"strategies are varied and realistic..."

"have never seen all of these topics brought together into one resource..."

"can see the possibilities of developing a course based on these modules and ideas..."

"allows for creative input..."

"easy to use..."

"relevant..."

"complete..."

"serves purpose well..."

"reinforcement without repetition."

In summary, field testing results indicated that the learners did indeed achieve in competency after completing the modules, whether they were secondary or post secondary students or adults in a non traditional setting. Throughout the country, the modules were found to be useful and effective for a wide range of learners and a variety of settings. Teachers judged the modules to be effective and usable regardless of their educational background, or teaching or work experience. Here then are ten quality products that have been planned, developed, and field tested to answer a relevant need of teachers and learners in the home service occupations areas.

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RATIONALE

Most people are in the work force from 25 to 40 years. In fact, on the average, most people spend about half their lifetimes involved in work.

Three primary reasons for devoting a major portion of life to work relate to economic, social, and psychological motivations. People work to earn money to buy goods and services, to have contact with others, and to develop self-esteem through a feeling of accomplishment. Work helps people identify themselves in relation to one another and in relation to the total society.

Because work plays a significant role in personal lives and in society, being able to secure that work is important. However, more than job skills are necessary to get a job. A prospective worker may possess the necessary skills and knowledge required to perform a job and yet not be able to get that job. Occupational education has a responsibility to help learners develop all attributes necessary for obtaining jobs.

Many curriculum materials are available to assist teachers in developing certain learner competencies that are a part of pre-employability orientation. The extensive review and analysis of curriculum materials during Phase I of this project identified existing materials in the area of the world of work, career exploration, and self-awareness. The review revealed that materials to teach the entire process of securing a job were not available.

This module, Securing Employment in Home Economics Occupations, is for use by teachers in helping learners develop attributes other than job skills that are necessary to obtain a job. Surveys of employers indicate a willingness on their part to train employees in necessary job skills if the prospective workers have pre-employability skills in areas such as communication and interpersonal relations.

Competencies to be developed with this module deal with the meaning of work; availability of jobs that use home economics skills; job application procedures; laws, regulations, and policies that affect workers; and interpersonal relationships on the job.

This module is one of a series in occupational home economics. The module may be used as a separate entity in a course or unit. It may also be integrated with other modules or units which are designed for specific job training. Guidelines for using this module are presented in the following section, "Directions to Teachers."

DIRECTIONS TO THE TEACHER

Definitions for Module Components

The following list of definitions and explanations was agreed upon by the project staff for use with the modules:

> A competency statement is broad in scope and includes the skills, knowledge, and attitudes essential to perform a job or task.
>
> An objective is a statement in behavioral terms of the desired outcomes learners will demonstrate as a result of their exposure to a program of instruction.
>
> Strategy statements include a variety of learning situations and experiences provided by the teacher to expose the learner to the content to be learned and to allow the learner to demonstrate progress toward the attainment of the objectives.

How to Use

Securing Employment in Home Economics Occupations is designed for direct use by teachers, not learners. The intent of this module is that teachers use it separately or with any of the other modules directed at a home economics related occupation. As with other curriculum decisions in vocational home economics programs, advisory committees can help make decisions about the application of this module to specific situations.

The module is designed to be used with a variety of levels of learners (secondary, postsecondary, adult) in both school and nonschool educational settings. This ungraded approach allows for wide application and use of the module. Also, the module can be used in FHA/HERO programs. Most field test teachers completed use of the module in four to six weeks. However, the time spent will vary with the situation and especially with the background and previous experiences of the learners.

The format for the module consists of four columns which present corresponding curriculum components along side one another: competencies, objectives, suggested strategies, and references and resources. For each of the five competencies, objectives are stated to lead to the mastery of the competencies.

Several strategies have been suggested for use in helping learners achieve each objective. Because each strategy is complete in itself and can lead to achievement of an objective, one strategy per objective may be sufficient with some learners. Teachers will need to determine the type and number of suggested strategies to use with their learners. It is not intended that a teacher would use all of the suggested strategies for a particular objective with a single group of learners. The strategies have been developed to provide for a variety of learning styles and needs. The teacher may wish to record some materials on tape in order to provide variety and to aid learners with reading problems.

In the column headed "References and Resources", supplementary background materials are listed. Each item in the list is numbered and corresponds to the complete citation listing found in the References and Resources section at the back of the module. The listing supplies information needed to acquire the materials if the teacher wants to do so. All references and resources listed have been reviewed by the developers of this module and are relevant and available.

The appendices are divided into two parts. Appendix A contains learner information sheets to use with the suggested strategies; it is printed on white paper to facilitate reproduction of the pages. Appendix B, printed on pink paper, includes teacher information sheets presenting information not easily accessible to teachers, such as definitions of terms and references on value clarification. Each sheet has in the upper right corner a number indicating to which strategy it corresponds. Any appendix page could be made into a transparency.

Assessment

The module contains two assessment instruments: a cognitive pre and post test and a performance test. Directions for using the instruments and keys for scoring them are located in the assessment instrument section of the module. For learners who have reading problems, the teacher might want to read the test questions aloud to them. Assessment instruments are printed on white paper and on only one side so that teachers may photocopy them. Less formal methods of evaluating the extent of learning are included with the suggested strategies.

Prior to the field testing of this module, two instruments were developed to determine the effectiveness and usability of the module. The instrument--a cognitive test and a performance test--were tested and found to meet standards for reliability, validity, and objectivity.

Thirty-one teachers in 18 states completed a field testing plan for this module. Of these teachers, 26 were in secondary programs, 4 were in postsecondary programs, and the 1 nonschool setting was a prison. A total of 904 learners were involved in the study; data on 740 learners were complete and usable for purposes of analysis.

Field test teachers administered these two instruments as pre tests prior to any use of the module in their teaching. The instruments were administered as post tests after the module use was completed. An analysis of the learners' scores and performances on the instruments indicated that the module was significantly effective in helping learners achieve the stated objectives. The module was equally effective with secondary, postsecondary, and adult learners; it was equally effective in school and nonschool settings.

LIST OF COMPETENCIES

The learners will be able to: Page

1 analyze the meaning of work in our society. 58

2 determine the availability of jobs that use home economics skills. 76

3 complete applications for jobs. 86

4 interpret information on laws, regulations, and policies affecting the worker. 100

5 comprehend interpersonal relationships on the job. 104

ASSESSMENT INSTRUMENTS

Directions for Pre/Post Assessment Instrument

The pre assessment instrument is to be administered before the teaching of any content from this module. Each test item measures the achievement of one of the module's stated objectives. The number of that objective is listed next to the item number in the key.

Scores on the pre test have two uses. First, they indicate which, if any, objectives have been already achieved by the learners. For those learners who correctly answer all items related to one objective, teaching need not be directed to that objective. The second use of the pretest scores is to compare them with the post test scores which are obtained after the teaching of this module is completed. The comparison of the learner's pre and post test scores indicates the extent of a learner's progress in achieving the objectives.

No answer sheet form is provided in the module. The teacher will need to prepare one.

The post assessment instrument is to be administered after the teaching of content from this module is completed. Items on the post test are identical to those on the pre test but appear in a different order. Therefore, the key also is different in order.

Scores on the post test are used by comparing them with scores on the pre test. The difference between the pre and post test scores indicates the extent to which learners have made progress in achieving each of the stated objectives. The teacher may use the comparison of pre and post test scores to (1) determine areas of teaching needing repetition or variation now or in the future, and (2) assign grades to individual learners.

The teacher would use the same answer sheet form for the post test as was used for the pre test.

Key for Pre Assessment Instrument

Item	Answer	Objective	Item	Answer	Objective	Item	Answer	Objective
1.	d	1.1	14.	d	2.1	27.	d	4.1
2.	d	1.1	15.	b	2.1	28.	b	4.1
3.	c	1.2	16.	c	2.2	29.	d	4.2
4.	b	1.2	17.	a	2.2	30.	c	4.2
5.	a	1.3	18.	b	2.2	31.	a	4.2
6.	b	1.3	19.	d	3.1	32.	d	4.2
7.	a	1.3	20.	b	3.1	33.	a	4.2
8.	c	1.4	21.	d	3.1	34.	d	5.1
9.	b	1.4	22.	a	3.1	35.	b	5.1
10.	d	1.4	23.	b	3.1	36.	b	5.2
11.	a	2.1	24.	c	3.1	37.	c	5.2
12.	c	2.1	25.	a	3.2			
13.	c	2.1	26.	a	4.1			

SECURING EMPLOYMENT

PRE ASSESSMENT INSTRUMENT

DIRECTIONS: Circle the one best answer.

1. If a group of individuals in our society values achievement, which of the following statements would reflect that value?
   - a. "I earned $25,000 last year."
   - b. "The boss told me I can have my present job as long as I want."
   - c. "My new job leaves me plenty of free time to spend with my family."
   - d. "Not one customer complained about the service today."
2. If a group of individuals in our society holds the attitude that society owes them a living, which of the following statements might be said by an individual in that group?
   - a. "Since the hiring of the new employee I do not have enough work to keep me busy."
   - b. "I will be working late to finish cleaning the equipment."
   - c. "I will work Saturday if I can have Friday off."
   - d. "I am going hunting, so I will call in sick today."
3. Sally has been planning to enroll in the chef's training course at Center Vocational School in January. She was offered a job as secretary for the high school in which she graduated at a starting salary of $400 a month. She decided to accept the offer and postpone her career goals. By working at the high school she could give her brother a ride to school. Which of the following would not be an example of her reasons for working?
   - a. Family responsibility
   - b. Service to others
   - c. Career development
   - d. Economic security
4. Which of the following statements about work is true?
   - a. People have little choice in the type of work they do.
   - b. People achieve psychological rewards from working.
   - c. People's reasons for working have no effect on job selection.
   - d. People learn how to work when they acquire their first job.
5. Societies change. More women are seeking employment outside the home. What effect may this have on jobs?
   - a. More service jobs will open.
   - b. Jobs will become less complex.
   - c. Workers will have a smaller job selection.
   - d. Fewer machines will be used on the job.

6. Which statement about work is true?

   a. Job skills remain the same.
   b. Work is modified to suit society's demands.
   c. Work expectations remain unchanged.
   d. Work has little effect on a person's status.

7. What is the relationship between work and changes in the society?

   a. Society's demands change work.
   b. Work causes society to change.
   c. Society's changes have little effect on work.
   d. Changes in work decrease as society's changes increase.

8. Lynda lives in a small mid-western town with protective parents. After high school she plans to go to Europe and find a job. She does not really care what type of job she holds. Going to Europe sounds interesting. Earning money while she is there will enable her to stay as long as she would like. What value may have a big influence on Lynda's decision to work while in Europe?

   a. Loyalty
   b. Obedience
   c. Independence
   d. Equality

9. Bill has been disagreeing with his grandparents who think he should go to a vocational school. "School teaches you skills so you can find a good paying job," they tell him. Bill has a sense of adventure. He thinks seeing a little more of the U.S. sounds more interesting than going to school. Which value might be influencing Bill's grandparents in wanting Bill to go on to school?

   a. Self-respect
   b. Economic security
   c. Sense of accomplishment
   d. Social recognition

10. Carlo works 8 hours a day preparing meals at Sunny Day Care Center. He likes his job and is skilled at it. Carlo's wife thinks the family should move to Arizona to be close to their relatives. What two values are in conflict?

    a. Income and satisfaction
    b. Family loyalty and creativity
    c. Creativity and income
    d. Satisfaction and family loyalty

11. Which service is not available from a State Employment Office?

    a. Actual hiring
    b. Aptitude tests
    c. Social security number application
    d. Nation-wide job openings

Answer questions 12 and 13 based on the information given in the ad.

> NOW HIRING
>
> People to assist in caring for children at Sunny Side Day Care Center, Myrtle Richerson, Director. Responsible for children's safety, feeding, and recreation. Hours are flexible. Send resumé to T. W. Holbrook, Lincoln, Minnesota 58000, 543-6985. Previous training or experience is required.

12. What is the title of the job that could be applied for?

    a. Child Day Care Supervisor
    b. Recreation Aide
    c. Child Care Aide
    d. Nursery School Food Service Worker

13. Which of the following would an applicant contact to apply for the job?

    a. Sunny Side Day Care Center
    b. 543-6985
    c. T. W. Holbrook
    d. Myrtle Richerson

14. Which of the following would not be considered a source of information regarding job availability?

    a. Union offices
    b. Former employers
    c. State Employment Service
    d. Internal Revenue Service

15. When looking for a job, what information is needed from the source suggesting openings?

    a. Hours and wage
    b. Person to contact and title of job
    c. Title of job and hours
    d. Wage and person to contact

16. Where are jobs which require professional skills and education beyond high school located on the occupation ladder?

    a. Bottom level
    b. Middle level
    c. Top level
    d. Not on the ladder

17. What does latticing across to a new job mean?

    a. A person gets a job in another field using the skills one has.
    b. A person receives a promotion in one's field.
    c. A person finds a job that needs two more years of training.
    d. A person accepts a job higher on the occupational ladder.

18. Jobs are grouped into clusters by considering which of the following?

a. Education
b. Skills
c. Training
d. Experience

19. Which of the following is true about follow-up procedures after an interview?

a. Follow-up procedures assure an applicant of getting the job.
b. Follow-up procedures take a great deal of time.
c. Follow-up procedures give the applicant a chance to express opinions about working conditions.
d. Follow-up procedures let the employer know the applicant is interested in the job.

20. Which of the following is a purpose of job interviews?

a. To learn if there are job opportunities with the company.
b. To learn what the employer expects from employees.
c. To learn who else has applied for the job.
d. To learn about the employer's achievements.

21. When completing an application form, which of the following would be the best way to respond to a question that does not apply?

a. Skip it.
b. Fill it in as the person across the table has done.
c. Think of an answer.
d. Draw a line through the blank.

22. Tests are sometimes given before a person is hired. Which of the below is not a reason tests are given?

a. Survey economic background
b. Sample reasoning
c. Reveal aptitude
d. Measure mathematical skills

23. In what order should previous job experience be listed on a personal data form or a resumé?

a. Most important job to least important
b. Most recent job to least recent
c. Job held for the longest period of time to the ones held for the shortest period of time
d. Job liked most to the one liked least

24. Which of the following descriptions is acceptable job interview behavior?

a. The interviewee should start the conversation.
b. Speak frankly and critically about previous employer.
c. Ask when the company can be telephoned to learn the interviewer's decision on hiring a person for the job.
d. Exaggerate qualifications to insure a good impression.

25. When one dresses for an interview which of the following is most important to consider?

a. What the prospective employer expects
b. What one looks best in
c. What is cleanest and most comfortable
d. What one's friends or family like best

26. If a person wants information about unemployment compensation, which agency should be contacted?

a. State Employment Service
b. Internal Revenue
c. Social Security
d. Wage and Hour Office

27. If a person wants information about vocational rehabilitation, which agency should be contacted?

a. Internal Revenue
b. Wage and Hour Office
c. U.S. Dept. of Labor
d. Social Security

28. Which agency should be contacted for help in filling out an income tax form?

a. Social Security Office
b. Internal Revenue Service
c. State Employment Service
d. Wage and Hour Office

29. Which of the following statements about Social Security is not true?

a. Social Security benefits are tax free.
b. When you marry your Social Security number remains the same.
c. Benefits from Social Security increase as the cost of living increases.
d. The Social Security protection you earn on one job is cancelled when you change jobs.

30. What is likely to happen to an employer who discriminates on the basis of sex but it is not reported?

a. More women will be employed by the firm.
b. The employer will come under federal investigation.
c. No action toward the employer will be taken.
d. The employer will be questioned by the Wage and Hour Office.

31. Unions work to provide all but one of the following conditions for its members. Which statement does not describe a function of unions?

a. Enforce wage and hour law
b. Negotiate for adequate salary
c. Encourage fair promotion procedures
d. Protect worker's right to complain

32. A person wants to get a job as a housekeeper which comes under the federal minimum wage law. The wage which the prospective employer offers is less than the law requires. What would be the best alternative to take?

a. Take the job, planning to ask for a raise soon.
b. Contact the Social Security Office to find out exactly what the minimum wage is.
c. Forget about the job; it's not worth the trouble.
d. Remind the employer of the Minimum Wage and Hour law.

33. Which is not a service of Social Security?

a. Unemployment Compensation
b. Disability insurance
c. Medicare
d. Vocational rehabilitation

34. Communication is not occurring in which of the following statements?

a. The speaker sees the listener look frustrated.
b. The listener stops the speaker to ask a question.
c. The listener states incorrectly what he hears the speaker say.
d. The listener is thinking about a job promotion during a speaker's presentation.

35. John telephones Ms. Carlsberg, director of STF Daycare Center, asking what hours the center is open. He was looking for a daycare center to care for his three-year-old daughter while he worked the 3 to 12 p.m. shift at Anytown Hospital. "We are open 24 hours a day," answered Ms. Carlsberg to John's question. John hung up the telephone feeling that the STF Daycare Center would be able to care for his daughter. However, the center could not care for John's daughter because there were no openings for additional children. Where did the problem in communication occur?

a. Ms. Carlsberg answering that the center was open 24 hours.
b. John interpreting that the center could care for his daughter.
c. John asking what hours the Daycare Center was open.
d. Ms. Carlsberg not asking what hours John worked.

36. Jeff was being shown how to complete a return of merchandise slip by Diane. What interaction was occurring?

a. Diane was exchanging ideas with Jeff.
b. Diane was instructing Jeff.
c. Diane was serving Jeff.
d. Diane was supervising Jeff.

37. Mr. Learner, manager of JKT Quick Eat Chicken, told Brian that customers like his pleasant smile and fast service but the hamburgers were not being fried to the correct degree of doneness and the french fries were often cold when given customers. What interaction was occurring?

a. Mr. Lerner was counseling Brian.
b. Mr. Lerner was attending to the needs of customers.
c. Mr. Lerner was interpreting work procedures for Brian.
d. Mr. Lerner was negotiating with Brian.

Key for Post Assessment Instrument

Item	Answer	Objective	Item	Answer	Objective	Item	Answer	Objective
1.	b	1.2	14.	a	3.1	27.	c	2.1
2.	c	1.4	15.	b	4.1	28.	b	1.4
3.	d	1.1	16.	b	5.1	29.	d	4.2
4.	d	2.1	17.	c	1.2	30.	b	2.1
5.	b	2.2	18.	a	2.1	31.	a	1.3
6.	c	3.1	19.	a	1.2	32.	c	2.2
7.	c	4.2	20.	b	3.1	33.	d	3.1
8.	a	4.2	21.	d	4.1	34.	a	3.2
9.	c	5.2	22.	d	5.1	35.	d	4.2
10.	d	1.1	23.	a	4.1	36.	a	4.2
11.	d	1.4	24.	d	3.1	37.	b	5.2
12.	b	1.3	25.	b	3.1			
13.	a	2.2	26.	c	2.1			

SECURING EMPLOYMENT

POST ASSESSMENT INSTRUMENT

DIRECTIONS: Circle the one best answer.

1. Which of the following statements about work is true?

   a. People have little choice in the type of work they do.
   b. People achieve psychological rewards from working.
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   a. Loyalty
   b. Obedience
   c. Independence
   d. Equality

3. If a group of individuals in our society holds the attitude that society owes them a living, which of the following statements might be said by an individual in that group?

   a. "Since the hiring of the new employee I do not have enough work to keep me busy."
   b. "I will be working late to finish cleaning the equipment."
   c. "I will work Saturday if I can have Friday off."
   d. "I am going hunting, so I will call in sick today."

4. Which of the following would not be considered a source of information regarding job availability?

   a. Union Offices
   b. Former employers
   c. State Employment Service
   d. Internal Revenue Service

5. Jobs are grouped into clusters by considering which of the following?

   a. Education
   b. Skills
   c. Training
   d. Experience

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   a. The interviewee should start the conversation.
   b. Speak frankly and critically about previous employer.
   c. Ask when the company can be telephoned to learn the interviewer's decision on hiring a person for the job.
   d. Exaggerate qualifications to insure a good impression.

7. What is likely to happen to an employer who discriminates on the basis of sex but it is not reported?

   a. More women will be employed by the firm.
   b. The employer will come under federal investigation.
   c. No action toward the employer will be taken.
   d. The employer will be questioned by the Wage and Hour Office.

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   b. Disability insurance
   c. Medicare
   d. Vocational rehabilitation

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   c. Mr. Lerner was interpreting work procedures for Brian.
   d. Mr. Lerner was negotiating with Brian.

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    a. "I earned $25,000 last year."
    b. "The boss told me I can have my present job as long as I want."
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    d. "Not one customer complained about the service today."

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    a. Income and satisfaction
    b. Family loyalty and creativity
    c. Creativity and income
    d. Satisfaction and family loyalty

12. Which statement about work is true?

    a. Job skills remain the same.
    b. Work is modified to suit society's demands.
    c. Work expectations remain unchanged.
    d. Work has little effect on a person's status.

13. What does latticing across to a new job mean?

    a. A person gets a job in another field using the skills one has.
    b. A person receives a promotion in one's field.
    c. A person finds a job that needs two more years of training.
    d. A person accepts a job higher on the occupational ladder.

14. Tests are sometimes given before a person is hired. Which of the below is not a reason tests are given?

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    b. Sample reasoning
    c. Reveal aptitude
    d. Measure mathematical skills

15. Which agency should be contacted for help in filling out an income tax form?

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    b. Internal Revenue Service
    c. State Employment Service
    d. Wage and Hour Office

16. John telephones Ms. Carlsberg, director of STF Daycare Center, asking what hours the center is open. He was looking for a daycare center to care for his three-year-old daughter while he worked the 3 to 12 p.m. shift at Anytown Hospital. "We are open 24 hours a day," answered Ms. Carlsberg to John's question. John hung up the telephone feeling that the STF Daycare Center would be able to care for his daughter. However, the center could not care for John's daughter because there were no openings for additional children. Where did the problem in communication occur?

    a. Ms. Carlsberg answering that the center was open 24 hours.
    b. John interpreting that the center could care for his daughter.
    c. John asking what hours the Daycare Center was open.
    d. Ms. Carlsberg not asking what hours John worked.

17. Sally has been planning to enroll in the chef's training course at Center Vocational School in January. She was offered a job as secretary for the high school in which she graduated at a starting salary of $400 a month. She decided to accept the offer and postpone her career goals. By working at the high school she could give her brother a ride to school. Which of the following would not be an example of her reasons for working?

    a. Family responsibility
    b. Service to others
    c. Career development
    d. Economic security

18. Which service is not available from a State Employment Office?

    a. Actual hiring
    b. Aptitude tests
    c. Social security number application
    d. Nation-wide job openings

19. Societies change. More women are seeking employment outside the home. What effect may this have on jobs?

a. More service jobs will open.
b. Jobs will become less complex.
c. Workers will have a smaller job selection.
d. Fewer machines will be used on the job.

20. In what order should previous job experience be listed on a personal data form or a resumé?

a. Most important job to least important
b. Most recent job to least recent
c. Job held for the longest period of time to the ones held for the shortest period of time
d. Job liked most to the one liked least

21. If a person wants information about vocational rehabilitation, which agency should be contacted?

a. Internal Revenue
b. Wage and Hour Office
c. U.S. Dept. of Labor
d. Social Security

22. Communication is not occurring in which of the following statements?

a. The speaker sees the listener look frustrated.
b. The listener stops the speaker to ask a question.
c. The listener states incorrectly what he hears the speaker say.
d. The listener is thinking about a job promotion during a speaker's presentation.

23. If a person wants information about unemployment compensation, which agency should be contacted?

a. State Employment Service
b. Internal Revenue
c. Social Security
d. Wage and Hour Office

24. When completing an application form, which of the following would be the best way to respond to a question that does not apply?

a. Skip it.
b. Fill it in as the person across the table has done.
c. Think of an answer.
d. Draw a line through the blank.

25. Which of the following is a purpose of job interviews?

a. To learn if there are job opportunities with the company.
b. To learn what the employer expects from employees.
c. To learn who else has applied for the job.
d. To learn about the employer's achievements.

Answer questions 26 and 27 based on the information given in the ad.

> NOW HIRING
>
> People to assist in caring for children at Sunny Side Day Care Center, Myrtle Richerson, Director. Responsible for children's safety, feeding, and recreation. Hours are flexible. Send resume to T. W. Holbrook, Lincoln, Minnesota 58000, 543-6985. Previous training or experience is required.

26. What is the title of the job that could be applied for?

    a. Child Day Care Supervisor
    b. Recreation Aide
    c. Child Care Aide
    d. Nursery School Food Service Worker

27. Which of the following would an applicant contact to apply for the job?

    a. Sunny Side Day Care Center
    b. 543-6985
    c. T. W. Holbrook
    d. Myrtle Richerson

28. Bill has been disagreeing with his grandparents who think he should go to a vocational school. "School teaches you skills so you can find a good paying job," they tell him. Bill has a sense of adventure. He thinks seeing a little more of the U.S. sounds more interesting than going to school. Which value might be influencing Bill's grandparents in wanting Bill to go on to school?

    a. Self-respect
    b. Economic security
    c. Sense of accomplishment
    d. Social recognition

29. A person wants to get a job as a housekeeper which comes under the federal minimum wage law. The wage which the prospective employer offers is less than the law requires. What would be the best alternative to take?

    a. Take the job, planning to ask for a raise soon.
    b. Contact the Social Security Office to find out exactly what the minimum wage is.
    c. Forget about the job; it's not worth the trouble.
    d. Remind the employer of the Minimum Wage and Hour Law.

30. When looking for a job, what information is needed from the source suggesting openings?

    a. Hours and wage
    b. Person to contact and title of job
    c. Title of job and hours
    d. Wage and person to contact

31. What is the relationship between work and changes in the society?

- a. Society's demands change work.
- b. Work causes society to change.
- c. Society's changes have little effect on work.
- d. Changes in work decrease as society's changes increase.

32. Where are jobs which require professional skills and education beyond high school located on the occupation ladder?

- a. Bottom level
- b. Middle level
- c. Top level
- d. Not on the ladder

33. Which of the following is true about follow-up procedures after an interview?

- a. Follow-up procedures assure an applicant of getting the job.
- b. Follow-up procedures take a great deal of time.
- c. Follow-up procedures give the applicant a chance to express opinions about working conditions.
- d. Follow-up procedures let the employer know the applicant is interested in the job.

34. When one dresses for an interview which of the following is most important to consider?

- a. What the prospective employer expects.
- b. What one looks best in
- c. What is cleanest and most comfortable
- d. What one's friends or family like best

35. Which of the following statements about Social Security is not true?

- a. Social Security benefits are tax free.
- b. When you marry your Social Security number remains the same.
- c. Benefits from Social Security increase as the cost of living increases.
- d. The Social Security protection you earn on one job is cancelled when you change jobs.

36. Unions work to provide all but one of the following conditions for its members. Which statement does not describe a function of unions?

- a. Enforce wage and hour law
- b. Negotiate for adequate salary
- c. Encourage fair promotion procedures
- d. Protect worker's right to complain

37. Jeff was being shown how to complete a return of merchandise slip by Diane. What interaction was occurring?

- a. Diane was exchanging ideas with Jeff.
- b. Diane was instructing Jeff.
- c. Diane was serving Jeff.
- d. Diane was supervising Jeff.

DIRECTIONS AND CRITERIA FOR SCORING OF PERFORMANCE INSTRUMENT

Because the satisfactory completion of a written job application is a critical part of securing employment, the completion of a job application form is used as a performance test in this module. This assessment relates to Objective 3.1-c which is: "The learners will comprehend procedures for job application including: application form."

Performance on the application form can be used as a pre and post assessment. If used as pre assessment, the application form would be completed prior to any teaching related to Objective 3.1-c. Learners who satisfactorily complete the form (as determined by using the criteria for scoring) need not participate in the strategies related to 3.1-c.

For post assessment, the application form would be completed after the planned teaching for Objective 3.1-c has taken place. For learners who do not satisfactorily complete the application form as a post assessment, the teacher is encouraged to repeat suggested strategies or use other strategies until learners do perform satisfactorily.

Criteria for Evaluation

An employment application makes an impression. When evaluating the applications, it is suggested that you take on the role of a prospective employer. The evaluation should be based on the following:

*The application was accurate, neat, and readable.

*Response was given to all questions with a line drawn through or n/a written where appropriate.

*Directions were followed.

*Job skills were related to job applying for and were described clearly.

*Present and previous employer's name, telephone number, and address were given.

*Application was signed and dated.

A rating system may be used for the evaluation such as S+ for Excellent, S for Satisfactory, and U for Unsatisfactory. Letter grades may also be used, considering the criteria mentioned above.

EMPLOYMENT APPLICATION

An Equal Opportunity Employer

PERSONAL

Last Name	First	Middle Name	Date
Current Address (Street,City,State & Zip Code)			Social Security Number
Previous Address (Street,City,State & Zip Code)			Phone Number & Area Code
Age Under 16 ☐ 16 to 18 ☐	18 to 65 ☐ over 65 ☐	U.S. Citizen? Yes ☐ No ☐	Other Phone Numbers Where You Can Be Reached
In Case of Emergency or Accident, Whom Shall We Notify	Name		Relationship
	Address		Telephone Number

POSITION APPLYING FOR

For What Type of Position Are You Applying?		Are You Interested In ☐ Full Time ☐ Part Time ☐ Summer
Date Available	Will You Relocate? Yes ☐ No ☐	State Geographic Preference, if any
Wage or Salary Acceptable	How Did You Learn of This Position?	

JOB SKILLS

List Your Qualifications Relevant to Position Applying For:

EDUCATION AND TRAINING

Type of School	Name of School City and State	From - To Mo/Yr	Graduate Yes/No Mo — Yr	Course of Study
High School				
College				
Other: (Business, Trade, Military, Correspondence, Extension)				

SPECIAL ACTIVITIES

Name or Description of Organization	Participation From To	Offices Held

MEDICAL INFORMATION

Are You Presently Suffering From Any Illness Which Would Affect Your Employment? ____________________

____

How Many Days of Employment Did You Lose Last Year Due to Illness? __________

PERSONAL GOALS

What Are Your Plans or Aims for the Future? ____________________

____

EMPLOYMENT HISTORY

Are You Presently Employed? Yes No
(Please regard military service as an employer)

May We Contact Your Present Employer? Yes No

Present Employer

Employer's Name and Address

Telephone Number	Supervisor's Name
Date Employed ______ to ______ Mo/Yr Mo/Yr	Basic Salary or Wage ______ ______ Start End	Reason for Leaving

Nature of Duties

1st Previous

Employer's Name and Address

Telephone Number	Supervisor's Name
Date Employed ______ to ______ Mo/Yr Mo/Yr	Basic Salary or Wage ______ ______ Start End	Reason for Leaving

Nature of Duties

2nd Previous

Employer's Name and Address

Telephone Number	Supervisor's Name
Date Employed ______ to ______ Mo/Yr Mo/Yr	Basic Salary or Wage ______ ______ Start End	Reason for Leaving

Nature of Duties

3rd Previous

Employer's Name and Address

Telephone Number	Supervisor's Name
Date Employed ______ to ______ Mo/Yr Mo/Yr	Basic Salary or Wage ______ ______ Start End	Reason for Leaving

Nature of Duties

READ CAREFULLY BEFORE SIGNING

I authorize investigation of all statements contained in this application. I fully understand that misrepresentation or omission of facts called for in this application is cause for dismissal if employed.

(Signature) ______________________ Date: ____________

To Be Completed By Personnel Department:

Evaluation: ____________________

To Be Completed By Department Interviewer:

Date: ____________

Department: ____________ Interviewer: ____________

Evaluation: ____________________

Results of Reference Check:

____

For Personnel Department Only:

Salary/Pay Rate ____________ Employment Date: ____________

Job Title: ____________________

Department ____________ Cost Center ________ Supervisor ____________

Probationary Period Ends ____________________

Next Salary Review Date ____________________

COMPETENCY BASED

TEACHING MODULE

SECURING EMPLOYMENT IN HOME ECONOMICS OCCUPATIONS

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 analyze the meaning of work in our society.	1.1 identify values and attitudes different groups of individuals in our society have in regard to work.

SUGGESTED STRATEGIES

The teacher will:

1.1.1 have learners describe cultural groups in our or other nation's society or in past societies. List the groups on the chalkboard. Assign each learner or a small group of learners a culture to investigate using library references, people they know, other available references, or their own experiences to gather more information about the culture. Ask the learners to bring to class a list of attitudes and values they believe their assigned culture holds. Additional sources of information are included in the List of references on attitudes and values (appendix, p. B-1). The learners are to note the work habits and attitudes reflected by the culture. Attitudes and values may have to be hypothesized based on information gathered. Tell the learners that they will role play a person from the culture they investigated ___ (day) in class. If the learners wish they may dress like persons from the assigned culture.

Arrange the chairs in the classroom into two circles, one inside the other. Divide the learners into two groups. One group will role play and ask questions (inner circle) while the other group listens, writing down attitude and value statements (outer circle). The time for role playing will depend on the numbers of cultures represented. Allow at least seven minutes for each culture. Ask a person from each culture to describe what kind of work he/she does and what his/her feelings are about work. Learners can then ask questions. When the first group is finished the listeners go into the inner circle and the role players become the listeners. After all the learners have had a chance to role play bring the total class together. Write the names of the cultures (Cont'd)

REFERENCES AND RESOURCES

BOOKS

4 The social psychology of work, ch. 2.

38 Man education and work, ch. 1.

23 Peoples of the earth, vol. 1-20.

PAMPHLETS

80 An introduction to value clarification.

APPENDIX: List of references on attitudes and values, p. B-1.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 analyze the meaning of work in our society. (Cont'd)	1.1 identify values and attitudes different groups of individuals in our society have in regard to work. (Cont'd)

SUGGESTED STRATEGIES

The teacher will:

on the chalkboard and have learners who were listeners write the values and attitudes they heard under the appropriate culture.

Discuss different culture's similarities and differences in attitudes and values.

Lead the learners in forming a generalization about the attitudes and values cultures have placed on work.

1.1.2 distribute the Progression of work summarization chart (appendix, pp. A-1-2) which shows the progression of work from primitive societies to the present. Have the learners read the chart and list five characteristics of the present society in the space provided under that title. Have the learners hypothesize two value characteristics of each age in society from the Rokeach's list of terminal and instrumental values (appendix, p. A-3) and write the values in the blanks provided.

Discuss hypothesized values having learners explain their choices.

Discuss the following questions:
- How does the environment affect the values a person places on work?
- How were workers' values affected by the changes in societies?
- How has society been changed by workers' values?
- Which force is stronger? Does society change workers' values or do workers' values change society?
- What values does the present day society place on work?
- How do you recognize these values?

Have learners predict possible future work values.

1.1.3 have the learners select a culture, past or present, to learn more about. After (Cont'd)

REFERENCES AND RESOURCES

APPENDIX: Progression of work summarization chart, pp. A-1-2.

APPENDIX: Rokeach's list of terminal and instrumental values, p. A-3.

BOOKS

4 The social psychology of work, ch. 2.

38 Man education and work, ch. 1.

25 Developing value constructs in schooling: Inquiry into process and product, pp. 7-17.

APPENDIX: The value survey-culture, p. A-4.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 analyze the meaning of work in our society. (Cont'd)	1.1 identify values and attitudes different groups of individuals in our society have in regard to work. (Cont'd)
	1.2 identify reasons people work.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will: investigating the culture have the learners complete The value survey-culture (appendix, p. A-4) based on the information they gathered about the culture. A day or more later have the learners complete The value survey-self (appendix, p. A-5) based on their own behavior, attitudes, judgments, and rationalizations. (Allow about 15 to 20 minutes to rank order one of the groups.) Suggested questions: How were the values of the different cultures the same? different? What action of _____ suggested that _____ is highly valued? Which values seem to conflict? What are some examples of values reflected in work? Are your actions consistent with your values? What generalizations can you make about values related to work?	APPENDIX: The value survey-self, p. A-5. BOOKS 4 The social psychology of work, ch. 2. 25 Developing value constructs in schooling: Inquiry into process and product, pp. 7-17. 23 Peoples of the earth, vol. 1-20. CURRICULUM MATERIALS 48 A resource guide for career development in the senior high school, pp. 115-118.
1.2.1 have each learner interview three people in various types of jobs: professional, skilled, and semi-skilled in various cultural settings, to determine their reasons for working. Provide each learner with three copies of the Survey interview form (appendix, p. A-6). Allow two days for completing the interviews. Have learners bring the interview forms to class. On the chalkboard write four major headings as to reasons people work: Economic Reasons, Social Reasons, Psychological Reasons, and Other Reasons. Have learners volunteer the reasons people gave for working and write them under the appropriate headings on the chalkboard. Summarize the findings on the board. Some questions to consider: What category seemed to bring the greatest response? Why do you suppose this is true? Did the type of job the person held make any difference in the reasons (Cont'd)	APPENDIX: Survey interview form, p. A-6. BOOKS 22 Work and human behavior, pp. 71-92. 29 The psychology of work, ch. 3. 17 Succeeding in the world of work, pp. 3-6. 36 How to succeed in the business of finding a job, pp. 2-32. PERIODICALS 42 Journal of Applied Psychology. Some relations between job and life satisfaction and job importance, pp. 301-304.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 analyze the meaning of work in our society. (Cont'd)	1.2 identify reasons people work. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will: they gave for working? In what ways does society influence these reasons? Is the length of employment on a particular job related to worker satisfaction?	KITS 126 Working Americans.
1.2.2 have the learners fill out questions on Why work? (appendix p. A-7) as a homework assignment. In class the following day, have learners divide into groups of five and share their ideas about why people work. Have a group recorder summarize ideas and report back to the entire group.	APPENDIX: Why work?, p. A-7. BOOKS 17 Succeeding in the world of work, ch. 1. 16 Activities for succeeding in the world of work, ch. 1. PERIODICALS 41 Journal of Applied Psychology. Satisfaction with the work itself, pp. 128-134. CURRICULUM MATERIALS 71 Orientation to the world of work unit in the role of work in our society, pp. 7-11.
1.2.3 assign learners to think about why working is important in our society. (Optional: Give this assignment a day or two before the strategy is to be carried out.) Divide the class into two groups. Seat the groups facing one another. Ask the groups "What are the most important reasons people in our society work?" One group of learners supports the affective reasons for working (satisfaction, achievement, creativity, etc.) while the second group supports the material reasons (food, money, etc.). After 20 minutes of discussion between groups ask each learner to write a (Cont'd)	BOOKS 7 Career perspective: Your choice of work, ch. 1-3. CURRICULUM MATERIALS 60 K-12 career education guide, pp. 112-114, 198-202.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 analyze the meaning of work in our society. (Cont'd)	1.2 identify reasons people work. (Cont'd)

The teacher will:

sentence or paragraph describing why working is important in our society.

1.2.4 assign learners to write down reasons they hear or read (TV, radio, movies, books, magazines, class, personal contact) for people working. (Home work) Tell the learners to bring the reasons with them to class on ____ (day), or in class ask learners to list reasons people work.

On the chalkboard list all the reasons learners can give for people working.

Ask the learners to group the reasons given into categories that involve similar things. Write the groups on the chalkboard as the learners suggest them. Ask them why or what basis they are using for grouping the reasons for working. Ask such questions as:

What types of reasons seem to go together?
What reasons are similar in nature?
Why or how are they similar?

Ask learners to label each group of reasons with a word or phrase that describes each group.

Ask questions about the grouping of reasons comparing and contrasting the groups. For example:

What are the similarities or differences between _____ group and _____ group?
Is any one group more important than another? Why or why not?
What would cause one person to list the reasons for working that are presented in group _____ and not in group _____?

Ask learners to develop generalizations based on the categories on the chalkboard and the discussion. An example of a question to generate a generalization might be:

Based on the reasons people work and
(Cont'd)

BOOKS
14 Models of teaching, pp. 123-136.

CURRICULUM MATERIALS
59 Job application and interview, pp. 1-27.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 analyze the meaning of work in our society. (Cont'd)	1.2 identify reasons people work. (Cont'd)
	1.3 relate work to meeting the needs of a changing society.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will: the categories formed, what statement can you make as to what causes a person to have a particular reason for working? Write generalizations on the board. Ask learners to make predictions about the generalizations by asking "what if" questions. For example: What would happen if the government assigned the type of work each person would do? What would happen if all people received the same wage? What might happen if people now working eight hours a day worked four hours a day? Ask learners to explain their answers as to why they think that might happen. Ask learners to explain what would be necessary for their answer to be true. Ask learners to think ahead to the future 10-20 years and ask if such and such were true what would happen.	
1.2.5 have learners read Situations: Why do people work? (appendix, pp. A-8-9). For each situation have learners hypothesize three reasons that the person described in the story might have for working. After learners have hypothesized why people work, discuss reasons for working. Then have learners write three reasons why they would like to get a job or why they have a job. To provide learners with a listening experience, the four paragraph situations could be taped or verbalized.	APPENDIX: Situations: Why do people work?, pp. A-8-9. FILMSTRIPS 110 Job attitudes: Why work at all? 109 The changing work ethic.
1.3.1 have learners brainstorm on "What changes do we see taking place in society today?" Seat learners in a semicircle. Tape large sheets of paper on the wall. Have (Cont'd)	BOOKS 9 Humanizing the work place, pp. 19-48, 99-111, 203-256.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 analyze the meaning of work in our society. (Cont'd)	1.3 relate work to meeting the needs of a changing society. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will: one learner at a time go up to the paper and write down an idea and quickly sit down, followed by another learner. Ideas should flow quickly. Some things to consider: -increased mobility of families and workers -increased urbanization -change from primarily a producing society to a consuming society to a service-oriented society. -flexibility of roles and family members -women seeking employment -single parent families -greater age span of people working, younger to older Divide the class into smaller groups of three or four. Have each group identify at least one effect each change listed in the brainstorming session has had on work. For additional learning experiences assign each group a specific change to investigate further. Have learners bring pictures, news clippings, magazine articles, or whatever to illustrate this change affecting work. Have learners report and discuss the illustrations of change affecting work in class the following day.	CURRICULUM MATERIALS 60 K-12 career education guide, pp. 115-116, 140-149, 155-159, 216-219, 232-243.
1.3.2 have a four-person panel discuss changes in society. Suggestions for panel members and questions for discussion are in Changes in society (appendix, p. A-10).	APPENDIX: Changes in society, p. A-10.
1.3.3 have learners complete the description sheet, Describe today's and yesterday's societies (appendix, p. A-11) that compares the present society to the society 20 years ago. It is suggested that learners complete this assignment out of class using relatives and friends as (Cont'd)	APPENDIX: Describe today's and yesterday's societies, p. A-11. BOOKS 7 Career perspective: Your choice of work, ch. 4.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 analyze the meaning of work in our society. (Cont'd)	1.3 relate work to meeting the needs of a changing society. (Cont'd)
	1.4 identify personal attitudes and values in regard to work.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will: resources. After the learners have completed the description sheet ask them questions comparing the two time periods in our society. Possible questions: What factor appears to have changed the least? What factor appears to have changed the most? How do the reasons people work affect changes in our society? Which changes reflect a change in attitudes or values? What new jobs have been created to serve the changes in our society? What future changes can you predict that will affect the types of jobs or work done?	BOOKS 38 Man education and work, ch. 1.
1.4.1 distribute Values focus game (appendix, p. A-12). Have the learners complete in writing the seven-stem sentences. Upon completion of the stem sentences, ask the learners to arrange themselves in groups of three. Each learner in the group is to have the focus--the full attention of the other two group members--for a period of five minutes. During this period the focus person is to talk about his/her responses to the stem sentences. The group's interaction is to be governed by the Group Interaction Rules on page A-12 of the appendix, found at the bottom of the Values focus game. After each person has been the focus in the group, have learners evaluate themselves and each other, to assess how well they were able to follow the three rules. The learners may then voice their agreement or disagreement, and discuss their various points of view.	APPENDIX: Values focus game, p. A-12. BOOKS 34 Values clarification: A handbook of practical strategies for teachers and students, pp. 171-173. 7 Career perspective. Your choice of work, ch. 9-10. CURRICULUM MATERIALS 56 Orientation to the world of work unit: Self-appraisal for employment, entire guide. 57 Orientation to the world of work - part one, pp. 79-83. FILMSTRIPS 122 Self-concept & employment. 108 Career values: What really matters to you?

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 analyze the meaning of work in our society. (Cont'd)	1.4 identify personal attitudes and values in regard to work. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.4.2 have learners complete Values appraisal scale (appendix, p. A-13-19). Have learners complete Scoring your values appraisal scale (appendix, p. A-20) and plot their profile on the Profile of values (appendix, p. A-21).	APPENDIX: Values appraisal scale, pp. A-13-19. APPENDIX: Scoring your values appraisal scale, p. A-20. APPENDIX: Profile of values, p. A-21. BOOKS 17 Succeeding in the world of work, ch. 6. 16 Activities for succeeding in the world of work, pp. 85-91. 21 Teaching for employability, entire book. CURRICULUM MATERIALS 47 Occupation homemaking - career exploration, pp. 29-42. 55 Occupational development seminar: Instructor's manual, pp. 26-44. 63 Value identification, entire guide. 60 K-12 career education guides, pp. 103-108, 122-125. 44 Arkansas guidebook for vocational orientation, pp. 21-30.
1.4.3 have the learners write a description of the values they have about work. Using these written descriptions as a guide, have the learners make a collage using pictures, newspaper headlines or any other media depicting the values they hold toward work. (Cont'd)	CURRICULUM MATERIALS 48 A resource guide for career development in the senior high school, pp. 7-30, appendix pp. 1-23. PAMPHLETS 82 Weighing the job: Pay, benefits, intangibles.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 analyze the meaning of work in our society. (Cont'd)	1.4 identify personal attitudes and values in regard to work. (Cont'd)
2 determine the availability of jobs that use home economics skills.	2.1 identify possible worker mobility patterns (ladders, lattices, job clusters).

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will: When collages are completed, have learners exchange their collage with someone in the class. Each class member will list the values he/she sees implied in the collage they are looking at and return the collage with the list of values to its creator.	LEARNING PACKAGES 129 Single concept learning activity packets for home economics occupations, pp. D. 4, 1-3.
1.4.4 have the learners complete the Character self-evaluation (appendix, pp. A-22-24). Use Directions to the teacher for character self-evaluation (appendix, p. B-2) for assistance in evaluating. Discuss how character traits relate to working.	APPENDIX: Character self-evaluation, pp. A-22-24. APPENDIX: Directions to teacher for character self-evaluation, p. B-2. FILMSTRIPS 117 From which point of view.
2.1.1 have the learners make a list of job possibilities for the following areas in Home Economics: Clothing and Textiles Child Development and Family Relationships Home Management and Family Economics Housing and Home Furnishings Food and Nutrition Write the jobs on the chalkboard under the appropriate headings. Have the learners place the jobs in the appropriate steps on the Occupational ladder diagrams (appendix, p. A-25). Have each learner choose a job that would be of interest to him/her and complete the information on the Job search (appendix, p. A-26). Allow the learners 2-3 days to complete the assignment. Have the learners decide what other jobs they might apply for using the skills and education required for the job they searched. This is called latticing. (Cont'd)	APPENDIX: Occupational ladder diagrams, p. A-25. APPENDIX: Job search, p. A-26. BOOKS 2 Career ladders and lattices in home economics and related areas: Possibilities for upgrading household employment, entire book. 37 Occupational outlook handbook, entire book. PERIODICALS 39 Tips and topics in home economics. Concepts of work in all areas of home economics, pp. 4-5. 40 Illinois teacher of home economics. Preparing for the future, pp. 231-242. CURRICULUM MATERIALS 58 Orientation to the world of work: Learning about job clusters, pp. 5-26.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 determine the availability of jobs that use home economics skills. (Cont'd)	2.1 identify possible worker mobility patterns (ladders, lattices, job clusters). (Cont'd)

SUGGESTED STRATEGIES

The teacher will:

Have the learners list jobs they could lattice to on the bottom of their Job search form.

2.1.2 read the following description to the learners:

Tracy Brown has just graduated from high school. Included in her educational background and work experience are Foods I, Child Care I, Shop I, Occupational Child Care, Typing, working for Sweet Sue's Candy Shop after school for nine months, working as a food service worker for three months, and babysitting one or two evenings a week for about five years. Tracy is uncertain what type of job to apply for.

Have the learners suggest the skills they imagine Tracy to have acquired based on her background. List these skills on the chalkboard. Then have the learners suggest at least 12 jobs for which Tracy may have the skills to apply. List those jobs on the chalkboard.

Hand out to the learners at least two copies of the Job cluster worksheet (appendix, p. A-27) and the Occupational ladder diagrams (appendix, p. A-25). Have more copies of the two worksheets available if students need them.

Have learners group jobs with similar skills into clusters. Have learners fill in and label the cluster diagrams on the worksheet using a new diagram for each cluster.

Remind the students that the jobs they suggest for each cluster are entry level jobs.
(Cont'd)

REFERENCES AND RESOURCES

CURRICULUM MATERIALS
50 Home economics 1: Basic core: Ninth grade, pp. H.E. 1 89A - 127A.

FILMSTRIPS
107 What can you do?

APPENDIX: Job cluster worksheet, p. A-27.

APPENDIX: Occupational ladder diagrams, p. A-25.

BOOKS
17 Succeeding in the world of work, pp. 13-23.

CURRICULUM MATERIALS
43 Home economics related occupations framework, pp. 8-17.

71 Orientation to the world of work unit in the role of work in our society, pp. 6-11.

47 Occupation homemaking - career exploration, pp. 132-140.

60 K-12 career education guides, pp. 118-120, 130-132, 161-165, 179-184.

FILMSTRIPS
110 Job attitudes: Why work at all?

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 determine the availability of jobs that use home economics skills. (Cont'd)	2.1 identify possible worker mobility patterns (ladders, lattices, job clusters). (Cont'd)

SUGGESTED STRATEGIES

The teacher will:

For each cluster have the learners suggest two jobs that would require more skills and possibly more education but not a college degree. Learners should be reminded of Tracy's skills and interests.

Considering Tracy's skills and interests, have the learners suggest two jobs for each cluster that would require many skills and education beyond high school.

Have the learners transfer the job titles to the ladder diagrams putting entry level jobs on the bottom rung, skilled without college on the second rung, and professional with many skills on the top or third rung.

After the ladders have been completed for each cluster, discuss Tracy's possibility of going from a job on one ladder to a job on another ladder. This is called latticing.

Have learners place the lattice bar from a job on one occupational ladder to a job on another ladder. Discuss what skills would transfer when latticing from a job on one ladder to a job on another.

2.1.3 have learners formulate a list of home economics related job titles.

Have learners group jobs with similar skills together into job clusters.

Within each cluster have learners order the job titles based on skills needed into three groups: Jobs requiring some skills, Jobs requiring moderate number of skills, Jobs requiring many skills plus education beyond high school.

On the diagram of an occupational ladder, Occupational ladder diagrams, (appendix, p. A-25) have learners write the job titles that might be placed on each of the three levels. Place one cluster of jobs (Cont'd)

REFERENCES AND RESOURCES

APPENDIX: Occupational ladder diagrams, p. A-25.

CURRICULUM MATERIALS

62 A curriculum guide for teaching pre-occupational home economics, pp. 53-94.

44 Arkansas guidebook for vocational orientation, pp. 97-107.

FILMSTRIPS

104 Finding a career.

105 Getting a better job.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 determine the availability of jobs that use home economics skills. (Cont'd)	2.1 identify possible worker mobility patterns (ladders, lattices, job clusters). (Cont'd)
	2.2 interpret home economics employment information from job sources in the community.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
on each ladder. Use as many ladders as learners have clusters. Discuss transfering from a job on one ladder to a job on another ladder which is called latticing. Place the Latticing Bar between jobs on different ladders to illustrate how persons may move from a job on one ladder to a job on another ladder. Have the learners note the transferability of skills that permits the latticing. Suggested questions to clarify latticing: You have a job as a ____. Using the skills learned on that job what jobs on other ladders would you qualify for? When a person gets a job on a ladder different than the one the original job was on, this is called latticing. Have learners describe other latticing situations.	GAMES 131 Fish for a job, pp. 158-173. 130 Occupation rummy, pp. 173-177.
2.2.1 have learners complete the Job seeking worksheet (appendix, pp. A-28-30). (Have telephone books, newspapers, and brochures on private and government employment agencies available for students to use.)	APPENDIX: Job seeking worksheet, pp. A-28-30. Telephone books, newspapers, and brochures on private and government employment agencies. BOOKS 17 Succeeding in the world of work, pp. 23-29. FILMS 102 Careers: Making a choice. FILMSTRIPS 111 Job hunting: Where to begin. 106 Job shopping.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 determine the availability of jobs that use home economics skills. (Cont'd)	2.2 interpret home economics employment information from job sources in the community. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will: 2.2.2 give learners list of job seeking sources: Newspaper Want Ads State Employment Service U. S. Civil Service Commission Private Employment Agencies Friends and Relatives Former Employers Yellow Pages Unions Bulletin Boards Other sources - ask learners to list Have learners locate eight home economics related job openings using at least four job seeking sources. Instruct the learners to include the following information for each job opening: the name of each job, how it was located, the address or telephone number to contact if making application for the job, and three possible skills needed before applying for each job. Display the lists of home economics related jobs the learners located.	CURRICULUM MATERIALS 45 Orientation to the world of work unit: Getting a job, pp. 5-23. 66 Cooperative vocational education, pp. 5-B - 31-B. 47 Occupation homemaking - career exploration, pp. 53-63. 51 Health core module A: Job seeking, pp. 1-16. 44 Arkansas guidebook for vocational orientation, pp. 118-127. PAMPHLETS 74 Locating and securing a job.
2.2.3 have the learners compile a list (at least 7) of job seeking sources. For each job source the learner will describe the usefulness of the sources, as well as the limitations of each source. Use suggested references and resources to provide learners with background information.	BOOKS 10 Occupations and careers, pp. 106-110. CURRICULUM MATERIALS 50 Home economics 1: Basic core: Ninth grade, pp. H.E. 1 7A - 9A. 64 You and your job: A guide for instructors and counselors, pp. 37-48. 67 An instructional program for employability orientation, pp. 232-236. 46 Adult learners: Occupational information, pp. OK 2, T-1 - T-3; OK-5, T-1 - T-3. FILMSTRIPS 119 Job seeking skills.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 complete applications for jobs.	3.1 comprehend procedures for job application including: a. personal data form b. ways of applying for a job c. application form d. tests e. interview f. follow-up.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will: NOTE: Choose at least one from each of the six groups (a-f) to meet the desired learning as stated in objective 3.1. 3.1.1 (Group a) have learners complete the Personal date form (appendix, pp. A-31-33) using the example Completed personal data form (appendix, pp. A-34-36).	APPENDIX: Personal data form, pp. A-31-33. Completed personal data form, pp. A-34-36. CURRICULUM MATERIALS 47 Occupation homemaking - career exploration, pp. 68-70. PAMPHLETS 91 Merchandising your job talents. Self-appraisal section.
3.1.2 (Group a) have learners look at the Completed personal data form (appendix, pp. A-34-36) and suggest a list of criteria to use when evaluating a personal data form.	APPENDIX: Completed personal data form, pp. A-34-36. BOOKS 17 Succeeding in the world of work, pp. 37-41.
3.1.3 (Group a) have learners write a resumé using data from a Personal data form (appendix, pp. A-31-33) they have completed.	APPENDIX: Personal data form, pp. A-31-33. BOOKS 1 Pathway to your future: The job resumé and letter of application, pp. 1-24. 13 Personal resumé preparation, entire book. 36 How to succeed in the business of finding a job, pp. 78-123. PAMPHLETS 91 Merchandising your job talents, Preparing a resumé section. KITS 125 Job finding kit, pp. 6-18. FILMSTRIPS 121 Resumé.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 complete applications for jobs. (Cont'd)	3.1 comprehend procedures for job application including: a. personal data form b. ways of applying for a job c. application form d. tests e. interview f. follow-up. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.1.4 (Group b) have learners role play applying for a job in person.	
3.1.5 (Group b) have learners role play telephoning to apply for a job with class members evaluating the conversation using the Telephone call evaluation (appendix, p. A-37). A variation of this strategy would be to tape record the conversation and play back to the class for evaluation. Suggestions for telephoning to apply for a job: -Ask for appropriate person -Identify self -State reason for calling -Ask questions concerning specific job -Leave telephone number and address -Thank for information.	APPENDIX: Telephone call evaluation, p. A-37. CURRICULUM MATERIALS 45 Orientation to the world of work unit: Getting a job, pp. 27-28. 66 Cooperative vocational education, pp. 61B - 62B.
3.1.6 (Group b) have learners write a letter of application for a job, using the same form as in Sample letter of application (appendix, p. A-38).	APPENDIX: Sample letter of application, p. A-38. BOOKS 1 Pathway to your future: The job resumé and letter of application, pp. 25-32. 17 Succeeding in the world of work, pp. 31-34. CURRICULUM MATERIALS 53 Health core module C: Letters pertaining to employment, pp. 3-14. 45 Orientation to the world of work unit: Getting a job, pp. 24-26. 66 Cooperative vocational education, pp. 59B - 60B. 50 Home economics 1: Basic core: Ninth grade, pp. H.E. 1 29-A - 30-A.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 complete applications for jobs. (Cont'd)	3.1 comprehend procedures for job application including: a. personal data form b. ways of applying for a job c. application form d. tests e. interview f. follow-up. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	CURRICULUM MATERIALS 44 Arkansas guidebook for vocational orientation, pp. 261-267. FILMS 101 Get that job: Line up your interview. LEARNING PACKAGES 129 Single concept learning activity packets for home economics occupations, pp. A.1, 1-3.
3.1.7 (Group c) have learners complete Job application form (appendix, pp. A-39-40).	APPENDIX: Job application form, pp. A-39-40. CURRICULUM MATERIALS 52 Health core module B: Job application, pp. 1-20. FILMSTRIPS 115 Application.
3.1.8 (Group c) have learners evaluate Completed job application form (appendix, pp. A-41-42) using the Job application evaluation (appendix, p. A-43).	APPENDIX: Completed job application form, pp. A-41-42. APPENDIX: Job application evaluation, p. A-43. CURRICULUM MATERIALS 67 An instructional program for employability orientation, pp. 237-244.
3.1.9 (Group c) have learners fill out a Job application form (appendix, pp. A-39-40) after completing a Personal data form (appendix, pp. A-31-33).	APPENDIX: Job application form, pp. A-39-40. APPENDIX: Personal data form, pp. A-31-33. PAMPHLETS 81 Completing a job application.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 complete applications for jobs. (Cont'd)	3.1 comprehend procedures for job application including: a. personal data form b. ways of applying for a job c. application form d. tests e. interview f. follow-up. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.1.10 (Group d) have learners complete the worksheet Why test before hiring (appendix, p. A-44).	APPENDIX: Why test before hiring, p. A-44. BOOKS 7 Career perspective: Your choice of work, ch. 7.
3.1.11 (Group d) have learners complete Sample pre-employment tests (appendix, pp. A-45-48).	APPENDIX: Sample pre-employment tests, pp. A-45-48. CURRICULUM MATERIALS 45 Orientation to the world of work unit: Getting a job, pp. 43-45.
3.1.12 (Group d) have learners discuss the uses of tests given before an individual is hired. Points to discuss: Why pre-employment tests are given. Types of tests given. Preparation for pre-employment tests.	CURRICULUM MATERIALS 50 Home economics 1: Basic core: Ninth grade, pp. H.E. 1 9A - 24A.
3.1.13 (Group e) have the learners view one of the following: Applying for a job (film), Interview (filmstrip), or You and your job interview (filmstrip). Have the learners list ten points to be aware of when interviewing for a job.	FILMS 103 Applying for a job. FILMSTRIPS 118 Interview. 113 You and your job interview.
3.1.14 (Group e) have learners role play an interview completing Interview evaluation, (appendix, p. A-49).	APPENDIX: Interview evaluation, p. A-49. BOOKS 6 How to get results from interviewing, ch. 2 & 4. 17 Succeeding in the world of work, pp. 42-49. CURRICULUM MATERIALS 54 Health core module D: Personal interview, entire guide.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 complete applications for jobs. (Cont'd)	3.1 comprehend procedures for job application including: a. personal data form b. ways of applying for a job c. application form d. tests e. interview f. follow-up. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	CURRICULUM MATERIALS 66 Cooperative vocational education, pp. 39-B - 57-B, 67-B - 71-B.
3.1.15 (Group e) have learners view the slide-cassette presentation The employment interview and complete the quiz that is included with the presentation.	SLIDES 127 The employment interview.
3.1.16 (Group e) have learners interview for a job with an employer in the community. After the interview, have learners discuss their experiences.	BOOKS 31 Assessment through interviewing, pp. 1-44. 10 Occupations and careers, pp. 115-120. CURRICULUM MATERIALS 59 Job application and interview, pp. 263-271. 47 Occupation homemaking - career exploration, pp. 74-89. 44 Arkansas guidebook for vocational orientation, pp. 268-278. KITS 125 Job finding kit, pp. 22-29.
3.1.17 (Group e) have the learners read and complete Three interviewees for Seabring Clothing Store (appendix, pp. A-50-52). By a show of hands have learners indicate the applicant they chose for salesperson at Seabring Clothing Store and tabulate on the board. Ask the following questions about their choices: What made you choose that particular applicant? (Cont'd)	APPENDIX: Three interviewees for Seabring Clothing Store, pp. A-50-52. CURRICULUM MATERIALS 46 Adult learners: Occupational information, pp. OK-6, T-6 - T-10. 61 Preparing for public service occupations: Common core, pp. 121-131.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 complete applications for jobs. (Cont'd)	3.1 comprehend procedures for job application including: a. personal data form b. ways of applying for a job c. application form d. tests e. interview f. follow-up. (Cont'd)

The teacher will:

Why did you choose (name of applicant)?
What would cause you to hesitate in choosing (name of applicant) or (name of applicant)?
Are there any points in favor of the other applicants?
What statements can you make that summarize job interview behavior and attire from what you have read in these three interviews?

Additional interview reminders:
- Appropriate attire and good grooming are essential.
- Go to the interview unaccompanied.
- Allow ample time to arrive for an interview - good idea to be 5-10 minutes early.
- Maintain a pleasant attitude.
- Let employer initiate conversation.
- Avoid smoking, chewing gum, giggling or other types of distractions.
- Express yourself clearly.
- Be polite and courteous.
- Answer all questions completely.
- Avoid telling about personal problems.
- Don't try to flatter interviewer.
- Speak well of former employer.
- Thank the interviewer for his/her time.
- Be positive.
- May ask when employer could be telephoned to find out decision concerning the job.

3.1.18 (Group f) have learners role play and evaluate an after interview, follow-up telephone call, using the Telephone call evaluation (appendix, p. A-37).

Suggestions for follow-up telephone call:
- Ask for appropriate person.
- Identify self.
- Thank for interview.
- Reaffirm interest in position.

CURRICULUM MATERIALS
49 California business education program guide for office and distributive occupations, pp. 45-52.

LEARNING PACKAGES
129 Single concept learning activity packets for home economics occupations, pp. A.1, 1-6.

APPENDIX: Telephone call evaluation, p. A-37.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 complete applications for jobs. (Cont'd)	3.1 comprehend procedures for job application including: a. personal data form b. ways of applying for a job c. application form d. tests e. interview f. follow-up. (Cont'd)
	3.2 identify expected attire for a job applicant.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.1.19 (Group f) have learners evaluate the Follow-up letter (appendix, p. A-53) using Follow-up letter criteria (appendix, p. A-54). Have learners rewrite the Follow-up letter, applying the follow-up letter criteria.	APPENDIX: Follow-up letter, p. A-53. APPENDIX: Follow-up letter criteria, p. A-54. CURRICULUM MATERIALS 53 Health core module C: Letters pertaining to employment, pp. 17-18.
3.1.20 (Group f) have learners write an after interview follow-up letter using criteria outlined in Follow-up letter criteria, (appendix p. A-54).	APPENDIX: Follow-up letter criteria, p. A-54. CURRICULUM MATERIALS 61 Preparing for public service occupations: Common core, pp. 27-50. 66 Cooperative vocational education, pp. 77-B - 78-B.
3.2.1 have learners dress for class as if they were applying or interviewing for a job. In class have learners complete Job seeking appearance evaluation (appendix, pp. A-55-56). After the learners have evaluated themselves have them ask a friend or classmate to evaluate them. Following completion of the evaluation discuss problems in appearance, the importance of appearance in landing the job wanted, and sources of grooming, posture, clothing, and other appearance references.	APPENDIX: Job seeking appearance evaluation, pp. A-55-56. CURRICULUM MATERIALS 67 An instructional program for employability orientation, pp. 220-229. 61 Preparing for public service occupations: Common core, pp. 91-104.
3.2.2 have learners complete the Appearance worksheet (appendix, p. A-57). Ask learners to suggest a list of points to be aware of when evaluating job seeking appearance. Write down the suggestions the learners make. Duplicate the job seeking appearance suggestions the learners offered.	APPENDIX: Appearance worksheet, p. A-57. CURRICULUM MATERIALS 70 Getting the right job. 66 Cooperative vocational education, pp. 1-C - 61-C.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 complete applications for jobs. (Cont'd)	3.2 identify expected attire for a job applicant. (Cont'd)
4 interpret information on laws, regulations, and policies affecting the worker.	4.1 locate resource materials on laws, regulations, and policies on the worker.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	CURRICULUM MATERIALS 59 Job application and interview, pp. 153, 163-166. 65 Orientation to the world of work unit in personal development, pp. 5-21.
3.2.3 have one class member dress as he/she would for an interview or show a picture of a person being interviewed for a job. Have learners evaluate the appearance of the class member or person pictured using the Appearance evaluation (appendix, p. A-58). A variation of this strategy could be to project pictures of interviewees with the opaque projector and have the learners evaluate them according to the Appearance evaluation.	APPENDIX: Appearance evaluation, p. A-58. LEARNING PACKAGES 129 Single concept learning activity packets for home economics occupations, pp. J. 1, 1-9. TRANSPARENCIES 128 Grooming: Personal hygiene.
Discuss the importance of appearance when job seeking.	
3.2.4 have the learners view the filmstrip Personal appearance and listen to the tape.	CURRICULUM MATERIALS 44 Arkansas guidebook for vocational orientation, pp. 45-49.
Have learners individually or in groups of two or three develop evaluation check lists to evaluate their own job seeking appearance.	FILMSTRIPS 120 Personal appearance.
4.1.1 have learners complete the Search for information on laws and regulations worksheet (appendix, p. A-59). Have a telephone book available for the learners to use when completing this activity.	APPENDIX: Search for information on laws and regulations, p. A-59. Telephone book. APPENDIX: List of references on government agencies, pp. B-4-5.
4.1.2 read to the learners the story, Terri's problems (appendix, p. B-3). While the story is being read have the learners keep a list of problems Terri encounters.	APPENDIX: Terri's problems, p. B-3.
List on the chalkboard Terri's problems (Cont'd)	APPENDIX: List of references on government agencies, pp. B-4-5.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 interpret information on laws, regulations, and policies affecting the worker. (Cont'd)	4.1 locate resource materials on laws, regulations, and policies on the worker. (Cont'd)
	4.2 identify effects of laws, regulations, and policies on the worker.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will: relating to laws and regulations that the learners suggest. A list of Terri's problems relating to laws and regulations: -Did not file income tax. -Did not have a health examination. -Was not eligible for unemployment compensation. -Did not understand purposes of a union. -Did not know services offered by social security. -Had questions on the wage and hour law. After each problem ask the learners to suggest an agency or other source of information for each problem listed. Divide the class into groups. Assign each group one of the problems, have them look up as much information as possible about the agency that could have helped Terri effectively deal with each of his concerns. The groups are to report back to class a better way Terri could have handled his problems and information on the services and responsibilities of agencies.	
4.1.3 collect references on the various laws, regulations, and policies that affect the worker, List of references on government agencies (appendix, pp. B-4-5). Use a "browsing session" where the learners work in pairs and choose a topic to investigate from the list of topics in Browsing session (appendix, p. A-60). Have the learners answer the questions on the same page. Have the learners report to the class the information they found on their topic.	APPENDIX: List of references on government agencies, pp. B-4-5. APPENDIX: Browsing session, p. A-60.
4.2.1 have each learner or groups of learners investigate or study information on one of the topics cited List of references on government agencies (appendix, pp. (Cont'd)	APPENDIX: List of references on government agencies, pp. B-4-5.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 interpret information on laws, regulations, and policies affecting the worker. (Cont'd)	4.2 identify effects of laws, regulations, and policies on the worker. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will: B-4-5). They should become an "expert" on the topic.	APPENDIX: Laws and regulations summary, p. A-61.
Have each learner or groups of learners decide on a method of teaching the class about their topic. The topic and teaching methods should be finalized with the teacher a day or more before the teaching presentations are given in class.	BOOKS 10 Occupations and careers, pp. 124-134. 17 Succeeding in the world of work, ch. 15, 16, 17.
Have learners give presentations allowing plenty of time for questions. After the presentations have the learners complete the Laws and regulations summary (appendix, p. A-61).	
4.2.2 have learners complete the Questions asked by the confused worker (appendix, pp. A-62-63).	APPENDIX: Questions asked by the confused worker, pp. A-62-63.
After the learners have answered the questions ask them to make at least three generalizations relating laws and regulations to workers. Encourage the learners to see the effect regulations, policies, and laws have on the worker.	CURRICULUM MATERIALS 69 Orientation to the world of work unit: Taxes affecting the worker, pp. 4-8. 44 Arkansas guidebook for vocational orientation, pp. 61-68, 139-152.
4.2.3 have speakers from the State Employment Service, Wage and Hour Office, local union, Internal Revenue Service, Social Security Office, and City Health Department describe the services available from each of their offices.	Representatives from State Employment Service, Wage and Hour Office, local union, Internal Revenue Service, Social Security Office, and City Health Department. CURRICULUM MATERIALS 66 Cooperative vocational education, pp. 81-G - 106-G. 67 An instructional program for employability orientation, pp. 292-304.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 comprehend interpersonal relationships on the job.	5.1 interpret verbal and non-verbal communications.

SUGGESTED STRATEGIES

The teacher will:

5.1.1 have learners read and complete The process of communication information sheet (appendix, p. A-64). Have learners describe where they have observed each of the following communication skills being used:
- paraphrasing
- describing feeling or behavior
- questioning
- nonverbal communication
- one-way communication

References on communication are in the List of references on interpersonal relationships (appendix, p. B-6).

5.1.2 have the learners describe and give at least one example of each of the following communication skills:
- paraphrasing
- describing feelings or behavior
- defense mechanisms
- questions
- nonverbal communication

After the topics have been described divide the class into groups of three. One person is to role play the part of an employee, one of a customer, and one of an observer. Give each group a situation card from Customer-employee situations (appendix, p. A-65). The employee and customer role play the situation while the observer records the types of communication occuring. Allow 5 minutes for each situation to be role played then have members in the group exchange roles and role play a new situation.

When all learners have had a chance to role play each of the three roles (customer, employee, observer) bring the class together and discuss how each of the communication skills affected clarity of communication.

Suggested questions to ask learners:
- What effect did a speaker's attitude, emotions, or movement have on the communication?
- How did intentions and verbal or nonverbal communication agree?

(Cont'd)

REFERENCES AND RESOURCES

APPENDIX: The process of communication information sheet, p. A-64.

APPENDIX: List of references on interpersonal relationships, p. B-6.

APPENDIX: Customer-employee situations, p. A-65.

CURRICULUM MATERIALS

61 Preparing for public service occupations: Common core, pp. 3-25.

48 A resource guide for career development in the senior high school, pp. 94-98, appendix, pp. 77-80.

65 Orientation to the world of work unit in personal development, pp. 26-28.

FILMSTRIPS

114 Your first week on the job.

TAPES

124 Effective communication.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 comprehend interpersonal relationships on the job. (Cont'd)	5.1 interpret verbal and non-verbal communications. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will: What were some cases where questions or paraphrasing were used to clarify a situation? What is the difference between describing and expressing your emotions or behavior? When can it be said that communication is two-way interaction? Give examples. Cite examples of communication that were interpreted differently than intended. How were defense mechanisms used?	
5.1.3 have the learners read each of the communication situations and answer the questions on the Interpreting communication worksheet (appendix, pp. A-66-68).	APPENDIX: Interpreting communication worksheet, pp. A-66-68.
Either read the Intent of communication which describes the intent of each communication on the worksheet or give each learner a copy of the Intent of communication (appendix, p. A-69). Learners are to compare their interpretation of the communication occurring in each situation to the intended communication.	APPENDIX: Intent of communication, p. A-69. FILMSTRIPS 116 Communication.
Have the learners list techniques or ways people can increase the likelihood that verbal and nonverbal communications are interpreted as intended. The following skills should be recognized: describing feelings and/or behavior paraphrasing asking questions recognizing defense mechanisms examining nonverbal communication	CURRICULUM MATERIALS 49 California business education program guide for office and distributive occupations, pp. 65-66. LEARNING PACKAGES 129 Single concept learning activity packets for home economics occupations, pp. B.3, 1-6.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 comprehend interpersonal relationships on the job. (Cont'd)	5.2 identify interactions of individuals in a job situation.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.2.1 organize a panel of four individuals from different occupational areas. Ask the panel members to describe how they interact with people, then to discuss the effect the interaction has on work performance. Choose people whose main job interactions are different. Types of interactions are described in Summary of interactions (appendix, pp. A-70-71).	APPENDIX: Summary of interactions, pp. A-70-71. CURRICULUM MATERIALS 72 Orientation to the world of work unit: How to keep a job, pp. 23-30. 50 Home economics 1: Basic core: Ninth grade, pp. H.E. 1 53A-59A. 49 California business education program guide for office and distributive occupations, pp. 85-102.
5.2.2 discuss work interactions with learners or hand out Summary of interactions (appendix, pp. A-70-71).	APPENDIX: Summary of interactions, pp. A-70-71.
Have learners read the story Jackie interacts with people (appendix, pp. A-72-73, and B-7) identifying the interaction occurring. Write the type of interaction in the parenthesis following the description.	APPENDIX: Jackie interacts with people, pp. A-72-73, CURRICULUM MATERIALS 61 Preparing for public service occupations: Common core, pp. 107-118. 44 Arkansas guidebook for vocational orientation, pp. 50-54.
5.2.3 divide the class into eight groups, assign each group of learners one of the job interactions described in Summary of interactions (appendix, pp. A-70-71). Have learners in each group describe or role play a job situation where the assigned interaction takes place. Following the descriptions or role playing, discuss what verbal and nonverbal communication that took place in each interaction and identify occupations that are examples of each of the eight types of interactions.	APPENDIX: Summary of interactions, pp. A-70-71. CURRICULUM MATERIALS 48 A resource guide for career development in the senior high school, pp. 81-93. FILMSTRIPS 123 You & your co-workers.

This module was developed to be used prior to and/or in conjunction with each of the other modules in this series.

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PROGRESSION OF WORK SUMMARIZATION CHART

Directions:

Read characteristics listed for each society. Hypothesize two values for the given societies. Refer to Rokeach's List of Terminal and Instrumental Values (p. A-3), if needed.

Hypothesized Values

Primitive Societies

Stone age - 8000 B.C. ______________________________
Motivation to work: satisfaction of
immediate biological needs ______________________________
Hunted and fished
Nomadic tribes
Self-reliant: used no money or barter
Conflicts between groups
Working group - the family
Families led by the father
Children taught patterns of work in the family

Ancient Civilizations

2500 B.C. - A.D. 500 ______________________________
Motivation to work: compelled to, prospect
of promotion, and achievement ______________________________
People lived in cities as well as villages
Power maintained by army
Manual work performed by slaves
Manufacturing industries developed
Workshops produced craft work

Medieval Industry

1400 - 1700 ______________________________
Motivation to work: money
Rates of pay regulated by craft guilds ______________________________
Believed the ideas of Protestant reformers:
- freedom to own and operate a business
- hard work and self-discipline
- children acquired strong motivation
- high achievers became businessmen

Work was regarded as a duty to God and for the good of society

Appendix A
Strategy 1.1.2

The New Technology

1950 - 1970
Motivation to work: material satisfactions
and personal and professional satisfactions
Child labor disappeared
40-hour work week
Computers
Office jobs increased over manual labor
Man's occupation now single most significant
status conferring role
Increase in youth unemployment

Present Day

List five characteristics:

Appendix A
Strategy 1.1.2

ROKEACH'S LIST OF TERMINAL AND INSTRUMENTAL VALUES

Terminal Values

1. A comfortable life (a prosperous life)
2. An exciting life (a stimulating, active life)
3. A sense of accomplishment (lasting contribution)
4. A world at peace (free of war and conflict)
5. A world of beauty (beauty of nature and the arts)
6. Equality (brotherhood, equal opportunity for all)
7. Family security (taking care of loved ones)
8. Freedom (independence, free choice)
9. Happiness (contentedness)
10. Inner harmony (freedom from inner conflict)
11. Mature love (sexual and spiritual intimacy)
12. National security (protection from attack)
13. Pleasure (an enjoyable, leisurely life)
14. Salvation (saved, eternal life)
15. Self-respect (self-esteem)
16. Social recognition (respect, admiration)
17. True friendship (close companionship)
18. Wisdom (a mature understanding of life)

Instrumental Values

1. Ambitious (hard-working, aspiring)
2. Broadminded (open-minded)
3. Capable (competent, effective)
4. Cheerful (lighthearted, joyful)
5. Clean (neat, tidy)
6. Courageous (standing up for your beliefs)
7. Forgiving (willing to pardon others)
8. Helpful (working for the welfare of others)
9. Honest (sincere, truthful)
10. Imaginative (daring, creative)
11. Independent (self-reliant, self-sufficient)
12. Intellectual (intelligent, reflective)
13. Logical (consistent, rational)
14. Loving (affectionate, tender)
15. Obedient (dutiful, respectful)
16. Polite (courteous, well-mannered)
17. Responsible (dependable, reliable)
18. Self-controlled (restrained, self-disciplined)

Adapted from: Rokeach, M. Conceptualizing the role of values in education. In J. A. Philips, Jr. (Ed.), Developing value constructs in schooling: Inquiry into process and product.

THE VALUE SURVEY-CULTURE

Values are standards. They are standards for:

behavior attitudes judgments determining rationalizations

People have attitudes toward work, make judgments about work, use rationalizations during work, and complete actions as a part of work. Values are reflected in how and what we do during work.

Thinking of work behavior, attitudes, decisions, and rationalizations that are a part of work, rank order the following list of terminal values as a person from a culture other than ours might rank order them. Think of the behavior (work, play, family, education) that reflects values, as well as attitudes, judgments, and rationalizations people in your selected culture hold. Use these factors to rank the values.

Rank order these terminal values by numbering them from 1 to 18. Number 1 indicates the value which is most important and number 18 the value which is least important.

I am rank ordering these terminal values as ______________________________ (name a culture) might order them.

TERMINAL VALUES

_________ A Comfortable Life (a prosperous life)
_________ An Exciting Life (a stimulating, active life)
_________ A Sense of Accomplishment (lasting contribution)
_________ A World at Peace (free of war and conflict)
_________ A World of Beauty (beauty of nature and the arts)
_________ Equality (brotherhood, equal opportunity for all)
_________ Family Security (taking care of loved ones)
_________ Freedom (independence, free choice)
_________ Happiness (contentedness)
_________ Inner Harmony (freedom from inner conflict)
_________ Mature Love (sexual and spiritual intimacy)
_________ National Security (protection from attack)
_________ Pleasure (an enjoyable, leisurely life)
_________ Salvation (saved, eternal life)
_________ Self-Respect (self-esteem)
_________ Social Recognition (respect, admiration)
_________ True Friendship (close companionship)
_________ Wisdom (a mature understanding of life)

Adapted from: Rokeach, M. Conceptualizing the role of values in education. In J. A. Philips, Jr. (Ed.), Developing value constructs in schooling: Inquiry into process and product.

Appendix A
Strategy 1.1.3

THE VALUE SURVEY-SELF

Rank order the following terminal values thinking of your own behavior, attitudes, judgments, and rationalizations.

Rank the values from 1 to 18 using "1" to indicate the value which is most important and "18" the value which is least important to you.

________ A Comfortable Life (a prosperous life)
________ An Exciting Life (a stimulating, active life)
________ A Sense of Accomplishment (lasting contribution)
________ A World at Peace (free of war and conflict)
________ A World of Beauty (beauty of nature and the arts)
________ Equality (brotherhood, equal opportunity for all)
________ Family Security (taking care of loved ones)
________ Freedom (independence, free choice)
________ Happiness (contentedness)
________ Inner Harmony (freedom from inner conflict)
________ Mature Love (sexual and spiritual intimacy)
________ National Security (protection from attack)
________ Pleasure (an enjoyable, leisurely life)
________ Salvation (saved, eternal life)
________ Self-Respect (self-esteem)
________ Social Recognition (respect, admiration)
________ True Friendship (close companionship)
________ Wisdom (a mature understanding of life)

Which two terminal values have greatest effect on your work decisions?

____

____

What general statement can you make about your values?

____

____

Adapted from: Rokeach, M. Conceptualizing the role of values in education. In J. A. Philips, Jr. (Ed.), Developing value constructs in schooling: Inquiry into process and product.

SURVEY INTERVIEW FORM

Type of Occupation ____________________

Questions to be asked of person(s) being interviewed:

1. What is your main reason for working? ____________________

2. In order of importance, list three other reasons for working at the job you have now.
____
____
____

3. Do you find your work satisfying? ____________________

4. Is there anything about your job that you wish you could change?
____
____

5. What type of training, skills, or education did you need to obtain this job?
____
____
____

6. How long have you been employed in this particular job? ____________

7. If you were now planning for your occupational future, what would you do differently?
____
____
____

WHY WORK?

1. List four reasons why people work in addition to earning an income?

2. What contribution does work make to a full and satisfying life?

3. Would you work if you didn't have to? Explain.

4. What are the basic needs of all human beings? What is the relationship of work to these needs?

5. How does a person's work determine his/her life style?

SITUATIONS: WHY DO PEOPLE WORK

Situation: Teresa

Teresa works as a salesperson in a small appliance store. She likes her job but feels it lacks possibilities for promotion. There is a manager and an assistant manager in the locally-owned store. Even though Teresa is expecting a baby in June she plans to continue working and wants a career. She knows she will be extra busy with the addition of the baby, thus does not want to enroll in college classes. If she does quit the job she has held for three years, she is concerned with finding another job quickly. With the baby to support she is hesitant in doing anything right now.

Situation: Randi

Randi is a child care aide in a large nursery established by Garden Foods for use by employees of the company. Randi has worked in the Day Care Center for two years and is satisfied. The pay is minimum wage. Randi can advance little without more education. Caring for the infants and seeing them learn and grow is rewarding to Randi. He lives with his mother, coaches a peewee football team after work, and attends all the high school and college basketball games in the area.

Situation: Jessica

Jessica works for Sear Sandwich Company. She butters the bread, then lays a slice of cheese on the buttered slice. The job is not challenging. By 4 PM Jessica is exhausted. Operating one of the machines in the factory looks like more fun. Jessica talked to her supervisor about operating one of the machines and was told that she would have an opportunity to work at one of the machines after she had worked at Sear for six months. Jessica could not stand buttering bread for six months so she quit and found another job in a factory unloading milk cases. The pay was less than at Sear but unloading the cases gave her a release from the tension that mounted when she worked at Sear. The manager also said that Jessica could apply for the job of deliverer after she had worked at the factory for a month.

Situation: Tom

Tom had a job at Kooket Laundry as a presser. The pay was okay and the work was okay too. But there was little opportunity to do anything creative. Tom liked working with fabric so he enrolled in a sewing course in the local adult education program. He continued sewing classes. One evening he asked the director of the fabric shop where the classes were taught if he had any job openings in his store. The manager said yes. Tom worked as a fabric salesperson for six months enjoying the creativeness. Sometimes he made displays and spent a great deal of free time sewing. The job paid less than the job at the laundry. A short time ago the manager asked if Tom would enjoy becoming a sewing teacher for the store. The store would send Tom to a week's training at the company school then Tom would teach the sewing classes at the store. The classes were taught in the evenings so he would have to be away from his family three evenings a week. The opportunity was exciting and he wanted to accept it. But his wife worked evenings thus they would have to get a baby sitter for their three-year-old child. Tom said no to the opportunity even though it would have meant a more exciting job with higher pay.

CHANGES IN SOCIETY

We all play a number of roles in our society. The panel members represent a variety of work roles.

Panel Members: (note questions you wish to ask of various members)

A person employed for the first time

Working mother

Husband and wife reversing roles

Person unemployed

A commuter

A person working on a college degree (night classes) and holding a full-time job

A person who has changed jobs

Widow or widower

Single parent

Unmarried person

Others

The following are possible questions to ask members of the panel:

How would you describe your present work role in society?

How has your present work role made a change in your life?

What is the relationship between the work you do and the different roles you hold?

What are some major adjustments your work has required you to make?

What effect has your work had on your family (children, wife, husband, parents, etc.)?

Has society helped or hindered you in carrying out your work role? Explain.

How do you think work will change in the future? Why?

Appendix A
Strategy 1.3.3

DESCRIBE TODAY'S AND YESTERDAY'S SOCIETIES

Factors in a society	Describe our society today	Describe our society 20 years ago
Life Span		
Size of families		
Types of recreation		
Fabrics worn		
Mobility of families		
Women working outside the home		
Types of jobs available		
Education		
Types of foods eaten		
Amount of travel		
Cost of living as related to wages		
% of income spent for taxes		
Types of taxes paid		

VALUES FOCUS GAME

Directions: Complete the following sentences.

1. I am ______________________________.
2. The work you do is ______________________________.
3. I want to work because ______________________________ ______________________________.
4. In order for a career to be satisfying ______________________________ ______________________________.
5. If I were unhappy with my job I would ______________________________ ______________________________.
6. The most important thing an employer should expect from a worker is _____ ______________________________.
7. The most important thing I would expect from my employer is ____________ ______________________________.

Group Interaction Rules

1. The Rule of Focusing. Each group member is to be the focus person for a period of five minutes. Do not let the attention of the group shift from the focus person until his/her time is up or he/she asks to stop. Maintain eye contact with the focus person at a comfortable level. Questions may be asked of the focus person if they do not shift the focus to another group member.

2. The Rule of Acceptance. Be warm, supportive and accepting of the focus person. If you do not agree with the focus person, do not express disagreement or negative feelings during the discussion part of the game.

3. The Rule of Drawing Out. Attempt to understand the focus person's position, feelings, and beliefs. Ask questions which will help to clarify the reasons for the focus person's feelings.

Adapted from: Simon, S. B., Howe, L. W., & Kirschenbaum, H. Values clarification: A handbook of practical strategies for teachers and students. New York: Hart Publishing Co., 1972.

appendix A
Strategy 1.4.2
PAGE 1 OF THIS DOCUMENT HAS BEEN REMOVED BECAUSE IT CONTAINED COPYRIGHTED MATERIAL.

CHARACTER SELF-EVALUATION*

Directions: Former employers and persons listed as references are often asked to make statements about an individual's character. Though you may have ability, brains, skill, and information, you may still not succeed on the job. Character makes a difference. Evaluate your own character by checking "always," "occasionally," or "never" in response to the following.

	(I)	Always	Occasionally	Never
1.	Smile			
2.	Welcome changes			
3.	Continue until the job is done			
4.	Am considerate of other people			
5.	Get along with other people			
6.	Do not lose patience easily			
7.	Make adjustments easily			
8.	Can associate names and faces			
9.	Am faithful to a group, cause, or duty			
10.	Have a keen sense of humor			
11.	Go the extra mile			
12.	Know what I am doing			
13.	Am working toward something			
14.	Save time and effort by being efficient			
15.	Am noted for sound judgment			
16.	Tell the truth			
17.	Am alert to help others			
18.	Am well-mannered saying, "please," "thank you," etc.			
19.	Base judgment on facts			

*Adapted from: Smith, E. Your Personality. Boston, Massachusetts: Weverly House, 1940.

(I)	Always	Occasionally	Never
20. Remember what I am told			
21. Do not act as if I know it all			
22. Am not afraid of hard work			
23. Make best use of time			
24. Observe company policies			
25. Begin the day with vigor			
26. Express ideas clearly			
27. Understand my objectives			
28. Speak distinctly			
29. Believe in myself			
30. Judge new ideas on merit rather than by prejudices			
31. Make suggestions for improvement			
32. Am able to retain essential facts			
33. Am not easily discouraged			
34. Say the right thing at the right time			
35. Generally enjoy what I am doing			
36. Keep things in their proper place			
37. Want to see others succeed			
38. Make full use of supplies			
39. Work for the group or organization			
40. Take responsibility for my own errors			
41. Think up new ideas			
42. Do what I am told			
43. Systematize my work			

(I)	Always	Occasionally	Never
44. Do not use alibis	______	______________	______
45. Help others	______	______________	______
46. Make an effort to see the other person's point of view	______	______________	______
47. Am a "doer," not a dreamer	______	______________	______
48. Am willing to assume responsibility . .	______	______________	______
49. Am trusted by others	______	______________	______
50. Have a sense of what to say when dealing with others	______	______________	______
51. Try and try again	______	______________	______
52. Am on time	______	______________	______

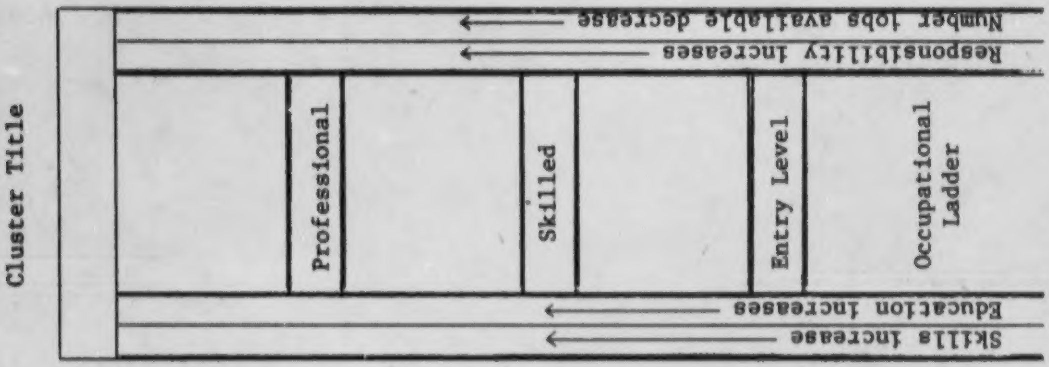
People's character traits tend to vary. Response to the previously answered questions reflect your character traits. A list of character traits and items pertaining to each trait follows:

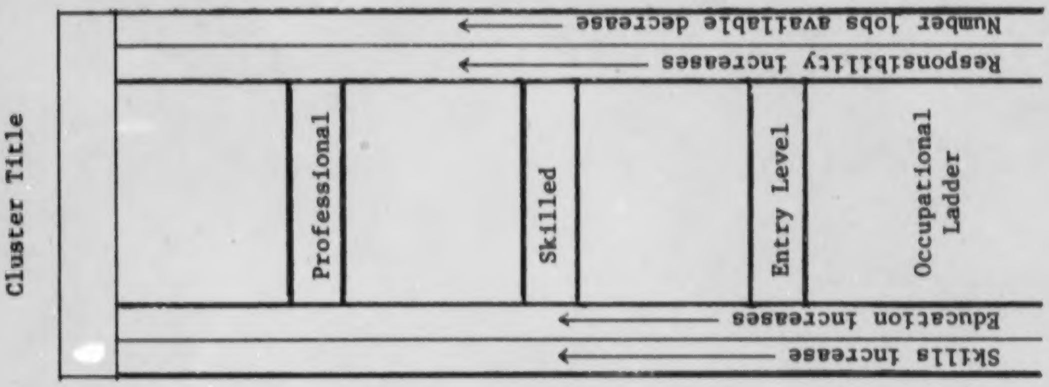
	ITEMS		ITEMS
Loyalty	9, 24	Considerate	46, 17
Intelligence	12, 32	Orderly	36, 43
Adaptable	2, 7, 30	Honest	40, 49, 16
Memory	8, 20	Dependable	42, 52
Economical	14, 30, 38	Self-confidence	21, 29, 44
Judgment	15, 19	Sociable	1, 5, 10
Persistence and Patience ...	6, 51, 33	Courteous	4, 18
Goal striving	13, 27	Speaks effectively	26, 28
Vigorous	3, 25	Cooperative	45, 39, 48
Tactful	34, 50	Initiative	31, 41, 23
Enthusiastic	35, 22	Ambitious	37, 47, 11

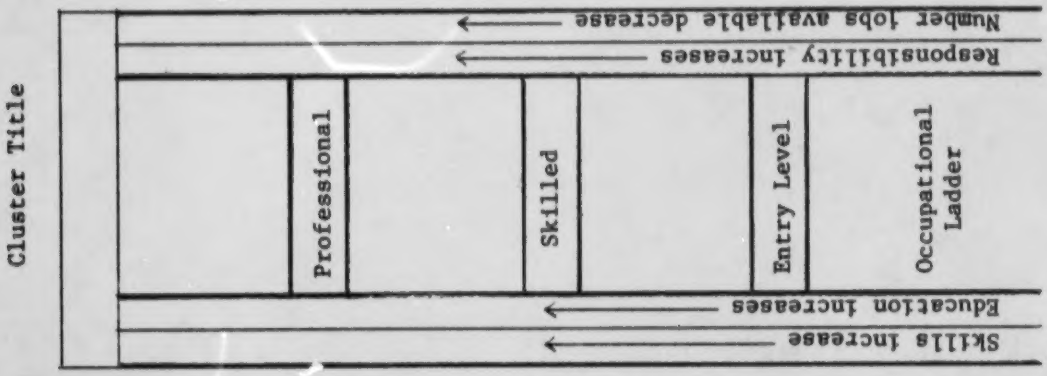
Based on the character evaluation write a paragraph describing your character. Use the back of this page if needed.

Appendix A
2.1.1, 2.1.2,
2.1.3

OCCUPATIONAL LADDER DIAGRAMS
(cut ladder diagrams apart)


Cluster Title
Number jobs available decrease
Responsibility increases
Professional
Skilled
Entry Level
Occupational Ladder
Education increases
Skills increase


Cluster Title
Number jobs available decrease
Responsibility increases
Professional
Skilled
Entry Level
Occupational Ladder
Education increases
Skills increase


Cluster Title
Number jobs available decrease
Responsibility increases
Professional
Skilled
Entry Level
Occupational Ladder
Education increases
Skills increase

Latticing Bar	Cut out and place between job on one ladder and job on another ladder to show transferability of skills.

JOB SEARCH

1. Job title I am searching: ______________________________

2. Description of what job entails:

____

____

____

3. Education and training required to enter and progress in this job:

____

____

4. Where education and training may be acquired:

____

____

5. Salary range (from beginning salary to top of the salary scale):

____

6. Need for workers in this job at the present time:

____

Expected need in the future:

____

7. Main features about the job that appeal to me most.

____

____

8. Sources used to find this information:

____

____

9. Jobs that could be latticed to from this job.

____

____

JOB CLUSTER WORKSHEET

Write Cluster Title:

List entry level jobs:

List two jobs that would require more skills:

List two jobs that would require many skills plus advanced education:

Write Cluster Title:

List entry level jobs:

List two jobs that would require more skills:

List two jobs that would require many skills plus advanced education:

Appendix A
Strategy 2.2.1

JOB SEEKING WORKSHEET

Newspaper Want Ads

List three jobs using home economics skills that are listed in the want ads section of the newspaper.

Name of job
Whom to contact
Other information

Name of job
Whom to contact
Other information

Name of job
Whom to contact
Other information

State Employment Service

Where is your local State Employment Service Office located?

Name of office
Address of office
Telephone number

What services are available from your State Employment Service? List at least three.

What is the cost to you for using the State Employment Service?

U.S. Civil Service Commission

Where do you go to inquire about U.S. Government Civilian jobs?

Name

Name two government jobs available that use home economics skills.

Are Civil Service Tests required for all government jobs?

____

Support the above answer. ______________________________

____

____

Private Employment Agencies

Name one private employment agency in your area.

Name ______________________________
Address ______________________________
Telephone number ______________________________

List two types of services private employment agencies offer.

____

____

How does the agency finance its business?

____

Friends and Relatives

List two job openings that use home economics skills that friends or relatives suggest.

Name of job ______________________________
Whom to contact ______________________________
Qualifications for job application ______________________________
____

Name of job ______________________________
Whom to contact ______________________________
Qualifications for job application ______________________________
____

Why should information from friends and relatives be checked further before applying for the job that they suggest? ______________________________

____

____

Yellow Pages of the Telephone Book

Look through the yellow pages of the telephone book. List five firms that employ people having home economics skills and suggest possible job openings the firm may have.

Firm ________________________________
Address ________________________________
Telephone Number ________________________________
Type of work or service done at firm ________________
Possible jobs using home economics skills ________________
____

Firm ________________________________
Address ________________________________
Telephone Number ________________________________
Type of work or service done at firm ________________
Possible jobs using home economics skills ________________
____

Firm ________________________________
Address ________________________________
Telephone Number ________________________________
Type of work or service done at firm ________________
Possible jobs using home economics skills ________________
____

Firm ________________________________
Address ________________________________
Telephone Number ________________________________
Type of work or service done at firm ________________
Possible jobs using home economics skills ________________
____

Firm ________________________________
Address ________________________________
Telephone Number ________________________________
Type of work or service done at firm ________________
Possible jobs using home economics skills ________________
____

Other Job-Seeking Sources

List two job-seeking sources not discussed in worksheet.

____

____

Appendix A
Strategy 3.1.1

PERSONAL DATA FORM

Name ______________________________
First Middle Last Maiden

Address ______________________________
Street City State Zip Code

Telephone ______________ Weight ______________

Birthdate ______________ Health ______________
Month Day Year

Height ______________ Marital Status ______________

Number of Children ______________

EDUCATION:

	Name and Address	Dates Attended	Diploma or Degree	Date of Graduation
Elementary School				
High School				
Vocational, Technical, Junior College				
College or University				
Other				

MAJOR SUBJECTS STUDIED:

____
____
____

WORK EXPERIENCE:

Employer ______________________

Address ______________________

Date From: __________ To: __________

Type of Work ______________________

Characteristics most liked about job:

____

____

Characteristics least liked about job:

____

____

Employer ______________________

Address ______________________

Date From: __________ To: __________

Type of Work ______________________

Characteristics most liked about job:

____

____

Characteristics least liked about job:

____

____

Employer ______________________

Address ______________________

Date From: __________ To: __________

Type of Work ______________________

Characteristics most liked about job:

____

____

Characteristics least liked about job:

____

____

Employer ______________________

Address ______________________

Date From: __________ To: __________

Type of Work ______________________

Characteristics most liked about job:

____

____

Characteristics least liked about job:

____

____

SPECIAL SKILLS OR TALENTS: (Such as musical, clerical, mechanical, creative, speaking ability, foreign language)

____

____

____

SCHOOL, COMMUNITY, OR PROFESSIONAL ACTIVITIES:

____

____

HOBBIES OR INTERESTS:

____

____

REFERENCES:

Name ______________________________
Address ______________________________
Telephone ______________________________
Position ______________________________

Name ______________________________
Address ______________________________
Telephone ______________________________
Position ______________________________

Name ______________________________
Address ______________________________
Telephone ______________________________
Position ______________________________

Name ______________________________
Address ______________________________
Telephone ______________________________
Position ______________________________

Appendix A
3.1.1, 3.1.2

COMPLETED PERSONAL DATA FORM

Name Lynn S. Mc Cabe —
First Middle Last Maiden

Address 1900 Urban St. Midway Michigan 45930
Street City State Zip Code

Telephone 684-9101

Weight 130

Birthdate 12 8 49
Month Day Year

Health Excellent

Height 5'6"

Marital Status Single

Number of Children —

EDUCATION:

	Name and Address	Dates Attended	Diploma or Degree	Date of Graduation
Elementary School	Grover Elementary Minneapolis, Minn. 51202	1955-1961	Diploma	May 1961
High School	Shanley High Minneapolis, Minn. 51205	1961-1967	Diploma	May 1967
Vocational, Technical, Junior College	Smith Junior College St. Paul, Minn. 58901	1967-1969	Diploma Interior Design	August 1969
College or University				
Other				

MAJOR SUBJECTS STUDIED:

Home economics courses and business education
Interior design emphasis.

WORK EXPERIENCE:

Margarite Kantell
Employer Margarite Interiors
Address Minneapolis, Minn. 51205
Date From: 1973 To: 1975
Type of Work Designer Consultant
Characteristics most liked about job: Working with people in their homes.
Characteristics least liked about job: Extreme pressure

Joseph Barton
Employer Waynewright Dept. Store
Address Minneapolis, Minn. 51203
Date From: 1970 To: 1972
Type of Work Sales Clerk Furniture Dept.
Characteristics most liked about job: Helping people, contact Good experience in dealing with people.
Characteristics least liked about job: Too limiting - not using my ability to its potential.

Bob Wells
Employer Shane Furniture
Address St. Paul, Minn. 52105
Date From: 1967 To: 1969
Type of Work Window Displays
Characteristics most liked about job: Allowed for creativity
Characteristics least liked about job: Not enough interaction with people.

Employer
Address
Date From: To:
Type of Work
Characteristics most liked about job:
Characteristics least liked about job:

SPECIAL SKILLS OR TALENTS: (Such as musical, clerical, mechanical, creative, speaking ability, foreign language)

Play the piano and trumpet, sell original paintings, Speak French

SCHOOL, COMMUNITY, OR PROFESSIONAL ACTIVITIES:

Art club, dramatics, high school chorus and band, Midway Community Chorus, American Home Economics Association, National Organization for women.

HOBBIES OR INTERESTS:

Painting, crafts of all types, reading

REFERENCES:

Name Jason Turner
Address 4698 23rd Ave. So. Minneapolis, Minn. 58901
Telephone 654-1640
Position Art Instructor

Name Reverend James Zahn
Address 1229 West 54th Minneapolis, Minn. 51202
Telephone 645-3242
Position Pastor

Name Kasha Pierce
Address 204 Ames Ave. St. Paul, Minn. 51205
Telephone 847-1952
Position Designer

Name Heather Mc Dermitt
Address 928 Henderson Blvd. Minneapolis, Minn. 55417
Telephone 642-8296
Position Sales Manager

Appendix A
3.1.5, 3.1.18

TELEPHONE CALL EVALUATION

Directions: Check list for role playing. (If No is checked, give reasons.)

The caller:	Yes	No	Reason
1. Was prepared for the call?	___	___	___
2. Identified self right away?	___	___	___
3. Stated reason for calling (applying for job or thanking for interview) right away?	___	___	___
4. Was courteous and friendly?	___	___	___
5. Did not have to stammer to find the right words?	___	___	___
6. Used acceptable grammar?	___	___	___
7. Speech evidenced self-confidence?	___	___	___
8. Indicated interest in the position?	___	___	___
9. Stated telephone number and when he/she could be reached?	___	___	___

SAMPLE LETTER OF APPLICATION

2102 Clackamas Street
Omaha, Nebraska 69802
September 20, 1976

Ms. Gwendolyn LeSeur
Manager
Fashion Fabrics
243 Ashland Avenue
Omaha, Nebraska 69802

Dear Ms. LeSeur:

Please consider me for the fabric sales position which was advertised in the Omaha Review on September 18, 1976.

I graduated from Park High School May 24, and am enrolled in the Lakeland Vocational School for the night class in Fabric Merchandising. I have a sound background in textiles and clothing in both school and 4-H, and I am anxious to further my experience in this area. A personal data sheet is included for your reference.

May I come for an interview at your convenience? I can be reached at home by phone at 235-4581 after 3:15 p.m. or by mail at the address given above.

Sincerely yours,

Wanita Prinsberg

Wanita Prinsberg

JOB APPLICATION FORM

PRINT IN INK

date of application

Personal data

name: first	m.i.	last	Social Security number	telephone number	
street address			city	state	zip code
date of birth	height	weight	marital status (circle) single married divorced widowed separated	ages of dependent children	number of other dependents
husband/wife name		occupation		where employed	
who should be notified in case of emergency?		address		telephone number	

Health

What is the present condition of your health?____________________

List any ilnesses in the past year____________________

Do you have any physical defects?__________ explain____________________

Education (Circle last year completed)

school	name	highest grade completed	from	to	major subjects
elementary school		1 2 3 4 5 6 7 8			
high school		9 10 11 12			
technical or college		13 14 15 16 16+			
other		how long?			

Position

Position applying for?______________________________

What experience have you had that would qualify you for this position?____________________

Date available to start ______________

Are you applying for full time_____or part time______

Work History (start with most recent employment)

Where employed: name and address	time employed from to	position	supervisor name	telephone number
reason for leaving				
reason for leaving				
reason for leaving				
reason for leaving				

May we contact your present employer?_____yes _____no

DO NOT WRITE IN THIS SPACE

I understand that, if employed, misrepresentation or omission of facts called for in this application is cause for dismissal.

signature as shown on Social Security card ____________________

Appendix A
Strategy 3.1.8

COMPLETED JOB APPLICATION FORM

(Please print or type)

Name Leslic K. Rowman (Last / First / Middle)   Date 10/24/75

Address 2832 3rd St. Lincoln Neb. 43097 (Street / City / State / Zip)   Telephone Number 293-6792

Previous Address ____   Social Security Number 320-10-4891

Date of Birth 2 (Month) 27 (Day) 46 (Year)   Date of last Physical Exam Over 5 yr. ago

CHECK ALL THAT APPLY:

☐ Single
☐ Married
☐ Widowed
☐ Divorced
☒ Separated
☐ Own Home

☒ Rent
☐ Board
☐ Live (Parents)
☐ With (Relatives)
☐ Purchasing Home
☒ Citizen of U.S.

Number of dependents: 2

Relationship of dependents: Sons

EMPLOYMENT DESIRED

Position Sales Manager, Men's Wear, Colby Dept. Store

Interested in: Temporary work ____ Full-time ____ Part-time ____

Date you can start Anytime   Are you employed now? Yes [✓ No] (circle)

Salary Expected I don't Know   May we inquire of your past employer? Yes No

EDUCATION

	Name and Location of School	Years Attended	Major Subject	Date Graduated
Elementary School	Lincoln Elementary Lincoln, Nebraska	6		1958
High School	West Port High Lincoln, Neb.	6	Bus.	May 1964
College, Vocational, Business or Correspondence	Larqworth Vo-Tech Omaha, Neb.		Sales and Merchandising	

Give details of any other educational training Workshops

PREVIOUS EMPLOYMENT (list most recent employment first)

Date, Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From Jan '73 To Oct '75	Neth Corp Bronson Blvd Omaha	$ 7000	Dept. Store Manager	Decided to move to Lincoln
From Sept '68 To Dec '72	Brown Kragness 1408 Hazel Dr. Lincoln, Neb. 49602	$ 6300	Clothing Sales	
From July '66 To '68	Paul Wentworth 298 13th St Lincoln	$ 5000	Sales Clerk	Couldn't get along with boss
From Aug '64 To June '66	Russell Heinan Omaha	$ 4000	Clerk	Graduated from Tech School

What are your hobbies?

In case of illness or emergency, notify:

Name Heinz Rowman
Address 64 N. 4th St. Lincoln
Relationship Father
Telephone 290-1658

List any physical defects None

Recent illnesses

REFERENCES: (Do not give names of relatives or former employers)

Name	Address	Occupation	Years Acquainted
1. Rev. John Osgood	2221 Lake Dr. Lincoln	Pastor	20
2. Dana Rowman	298 13th St. Lincoln	Aunt who is a teacher	30
3. Paul Wentworth		Dept. Store Manager	10

Date 10/24/75 Signature Leslie Rowman

JOB APPLICATION EVALUATION

When filling out a job application form, you are making an impression on paper to your prospective employer. Application forms are a very important part of the hiring process, thus care should be taken when filling one out.

Directions: Here are some points to consider when filling out a job application form. Check the appropriate column indicating your evaluation of the application form.

	Yes	No
*Has the applicant followed instructions carefully?	___	___
- Printed where required?	___	___
- Circled a response when called for?	___	___
- Underlined a response when called for?	___	___
- Placed an X or ✓ where appropriate?	___	___
- Has not filled in spaces where it says "do not write in space?"	___	___
*Have all the blanks been filled in?	___	___
If the question does not apply, is the appropriate response given (not applicable, N/A, a line drawn through the blank, or a diagonal line (/) drawn through a whole section that does not apply)?	___	___
*Is the application neat--printed, typed, or written clearly?	___	___
*Is the application filled in accurately--spelling correct?	___	___
*Are the answers brief?	___	___
*Is the work experience listed from most recent to earliest?	___	___
*Are the complete names and addresses of all references and previous employers given?	___	___
*Are references appropriate?	___	___
*Are dates correct for work experience?	___	___

WHY TEST BEFORE HIRING?

Many employment agencies, firms, and others who hire employees administer various types of pre-employment tests. Knowing why pre-employment tests are given and the types of tests that are given lessens a job applicant's apprehension of tests.

Using people in the community and school as resources, collect information and answer the following questions:

What are four types of tests that may be given before a person is hired for a job?

What is the purpose or reason pre-employment tests are administered?

How can a person prepare for a pre-employment test?

SAMPLE PRE-EMPLOYMENT TESTS

There are a variety of tests that may be administered to job applicants. Often no pre-employment test is given an applicant, but tests can be very useful in gaining information concerning aptitudes, personality traits, skills, and interest patterns. Usually little can be done to prepare for the tests. Remembering good test taking habits such as getting a good night's sleep before the test, following directions carefully, wearing comfortable clothing, maintaining a relaxed attitude, and not rushing tend to increase the chances of the test reflecting an individual's qualities.

Complete the examples of pre-employment test questions to gain an idea of what may be expected.

SPELLING TEST

This test gives four suggested spellings for each word listed. Choose the spelling you know to be correct and mark your answer accordingly.

1. (A) auxillary (B) auxilliary (C) auxilary (D) auxiliary
2. (A) similar (B) simmilar (C) simlar (D) simuler
3. (A) referance (B) referrence (C) referense (D) reference
4. (A) foriegn (B) foreign (C) forriegn (D) forreign
5. (A) exceed (B) exsede (C) exseed (D) excede

CONCENTRATION TEST

The items in Column A have been copied into Column B but in transition, some errors have been made. Compare the two columns and place an X on the Column C line where errors have been made.

Column A	Column B	Column C
Bonie Lyn 87670	Bonie Lyn 87670	
R. Black and Bauer 18293876672	R. Black and Buaer 18293876672	
Del Ros Co. 326	Del Ross Co. 326	
Nationwide Banking 97867243	Nationwide Banking 97876243	
Denniberg's 872540	Denniberg's 872540	

MATHEMATICS TEST

Please answer on line at the right.

1. 93,615 + 84,326 = ____________________
2. 8652 - 7879 = ____________________
3. 9235 - 64 = ____________________
4. 36 X 49 = ____________________
5. 3¼ X 2½ = ____________________

FOLLOWING INSTRUCTION TEST

Answer the following questions.

1. Circle the number that does not complete the regular sequence of these numbers.

   7 12 8 13 7 14 10 15 11 16 12 17

2. 2 + 7 = 8
   3 + 5 = 9

   If this problem is correct do nothing, but if the first problem is wrong underline the second.

3. Count the number of letters in the "alphabet" between and including E and M, and write down the number here. ____________________

4. If May 8 falls on a Wednesday, what day does May 25 fall on?

   Answer ____________________

5. A person pays $10.50 for groceries and $0.27 for busfare. How much does the person have left from a twenty-dollar bill?

   Answer ____________________

WORD COMPARISON TEST

Directions: Study each pair of words given below. If the two words in the pair mean the SAME, write S on the line opposite that pair of words. If the two words mean the OPPOSITE, write O on the corresponding line. Here are two samples.

lead - guide __S__
empty - full __0__

1. dark - light _____
2. middle - center _____
3. finish - complete _____
4. lean - fat _____
5. ease - discomfort _____
6. food - nourishment _____
7. happy - jolly _____
8. profit - loss _____
9. courteous - polite _____
10. fiction - truth _____

APTITUDE TESTS

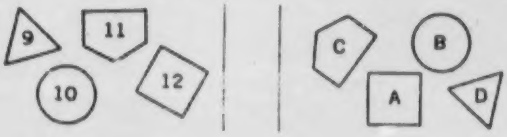
Aptitude tests are given to determine potential capabilities. They show you some of the jobs you could learn if you had the chance and interest to do them. The questions below are some examples of the types of questions found in aptitude tests. Circle the appropriate answers.

1. Bob Gray works 4 hours a day, 5 days a week. He earns $1.85 an hour. How much does he earn each week?

   (a) $20.00
   (b) $64.00
   (c) $37.00
   (d) $25.00

2. Find the lettered figure that is exactly like the figure numbered 12.

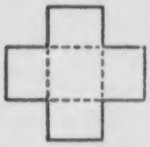
   (a) B
   (b) D
   (c) C
   (d) A

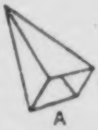


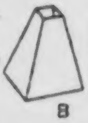
3. In an alphabetically arranged group of words, what word would be listed after interesting?

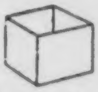
   (a) interrupt
   (b) invalid
   (c) interpose
   (d) intersect

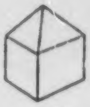
4. At the left is a drawing of a flat piece of metal. Which object at the right can be made from this piece of metal?




A


B


C


D

Appendix A
Strategy 3.1.11

INTEREST TESTS

Various forms of interest inventories are in existence. These tests are given to measure interest, not abilities.

Circle all of the following that you would like, enjoy doing, or enjoy being.

1. Waitress/waiter
2. Teacher
3. Banker
4. Journalist
5. Mechanic
6. Dentist
7. Farmer
8. Bus driver
9. Receptionist
10. Factory worker
11. Playing the piano
12. Reading
13. Going to church
14. Sewing
15. Taking trips
16. Directing a play
17. Attending concerts
18. Repairing things
19. Discussing politics
20. Being a leader
21. Math
22. Science
23. Photography
24. Art
25. History
26. Typing
27. Home Economics
28. Music
29. Speech
30. Industrial Arts

PERSONALITY TESTS

The following are statements about things, feelings or people which you may or may not think are characteristic of you. Circle all of the statements that you feel are characteristic of you.

1. I become angry very easily.
2. I am a leader.
3. I demand perfection in whatever I do.
4. I lack self confidence.
5. I feel uncomfortable around older people.
6. I tell people exactly what I think.
7. Clothes are important to me.
8. I am usually happy.
9. I find it difficult to express my emotions.
10. I like to be the center of attention.
11. I am a patient person.
12. Friends are important to me.
13. I prefer being by myself than with a group of people.
14. I avoid responsibility.
15. I like to try out new things.

SKILL TESTS

There are various types of skills tests given to determine capabilities. The performance on these tests may be the deciding factor in getting or not getting a certain job. Skills' tests may be of a paper and pencil type, such as a filing exercise, but for the most part they involve the performance of some task such as exercises in manual dexterity, typing and the like.

Appendix A
Strategy 3.1.14

INTERVIEW EVALUATION

Name ____________________

Job Applying For ____________________

	Below Average	Average	Above Average	Excellent
1. Personal Appearance	1	2	3	4
2. Attitude	1	2	3	4
3. Ability to Communicate	1	2	3	4
4. Interest	1	2	3	4
5. Self-Confidence	1	2	3	4
6. Career Goals	1	2	3	4
7. Sense of Humor	1	2	3	4
8. Maturity	1	2	3	4
9. Apparent Competence	1	2	3	4

____

Comments:

____

____

____

____

____

____

____

____

Recommendations:
(check appropriate box)

1. ☐ Would Hire

2. ☐ Would Not Hire

Evaluator:

____
(Signature)

____
(Date)

THREE INTERVIEWEES FOR SEABRING CLOTHING STORE

The Seabring Clothing Store was hiring a salesperson in the men's department. Ms. Seabring, personnel manager, is interviewing three applicants, John McNally, Lisa Joanase, and Mark Thimes. Under each of the applicant's descriptions, list the factors that would positively influence Ms. Seabring to hire the applicant. Also list the factors that would negatively affect Ms. Seabring in hiring the person. After you have evaluated the positive and negative points described for each applicant, make a decision as to which applicant you feel Ms. Seabring should hire for the job. State the reasons for your selection.

John McNally
Age 23
5'8" - 150 lbs
Single
Education: High school diploma, average grades
Work Experience: 3 years as a salesperson at Nellow Department Store in the camera department.
2 years as a salesperson in Lutes Toy Store.

John arrives for his interview five minutes early, wearing slacks, a dress shirt, and sports coat. Ms. Seabring begins the conversation by asking why John is interested in the job as salesperson in the men's department. John answers that he felt there might be opportunities for advancement with the Seabring Store and that he is looking for a permanent career in sales.

Ms. Seabring asked why he had left the two other stores where he had been employed. John answered that he did not feel the manager was ethical in his business dealings, and that he was tired of trying to help silly people, not being able to make up their minds.

"What is the responsibility of a sales person?" Ms. Seabring asked John. "A salesperson should offer merchandise for people to look at, and make a convincing sales pitch, with little regard for the customer's needs. Most people want the sales person to make the decision for them. Looking at his watch, John said, "I must go now, I've been here for 15 minutes."

Positive Factors	Negative Factors

THREE INTERVIEWEES FOR SEABRING CLOTHING STORE

Lisa Joanase
Age 22
Single
5'6" - 125 lbs.
Education: High school, nine-month course at vocational school in fashion merchandising.
Work Experience: 1 year as hostess at the Blue Diamond Dinner Club.
1 year as salesperson in the lingerie department at Shane's Department Store.
1 year as manager of window displays and fashion shows at Cele's Fabric Store.

On the morning of her interview, Lisa chose to wear a comfortable dress and barefoot sandals, as this was going to be a hot day. She stepped inside the door of the personnel office at 2:00 PM sharp, the exact time her interview was scheduled. Lisa was thinking about combing her hair when she saw a lady walking towards her, who Lisa guessed was Ms. Seabring, the personnel manager. When they sat down in Ms. Seabring's office Lisa quickly took a brush from her purse and touched up her hair. "Now I'm ready," she said. "What a hectic day this has been." Ms. Seabring looked at her and asked if being under pressure flustered her. Lisa said that it usually didn't but that today she had overslept and the day had gotten off to a bad start.

Ms. Seabring then asked her why she thought she would be a good person for this job. Lisa answered that she enjoyed meeting people and helping them make decisions about clothing. She added that mens wear had been her favorite area in the fashion merchandising course she had taken. "Men especially like women's suggestions when buying," she said. "I have good taste in men's fashions."

Lisa was then asked why she had left her last job, to which she replied, "There wasn't much contact with people when doing window displays and fashion shows. It was more of a behind the scene type job."

Ms. Seabring then told Lisa that she would contact her in three or four days to advise her of the store's decision in hiring a salesperson. Lisa said, "Fine, I'll be waiting to hear from you. Thank you."

Positive Factors	Negative Factors

THREE INTERVIEWEES FOR SEABRING CLOTHING STORE

Mark Thimes
Age 35
5'6" - 150 lbs.
Married, one child
Education: High school, 2 years of junior college.
Work Experience: Seely Department Store - housewares department
Finish Fabric Shop - manager
Riders Shoe Store - assistant salesperson

Mark arrives 10 minutes before the scheduled interview, wearing slacks and a sport shirt. He enters Ms. Seabring's office and sits down lighting a cigarette. He answers Ms. Seabring's questions with a yes or no, being very polite. Suddenly he blurts out: "I need this job. My family needs the money. I'll do anything I have to. Please hire me."

"What are your reasons for leaving your last job?" Ms. Seabring asked. "The manager was too hard to get along with," Mark answered. "He expected me to work Saturdays and evenings, not giving me any time to be with my family. Besides that, their merchandise is not high enough quality, and they wanted me to sell it to people who look like they cannot afford it. I felt like such a liar giving that sales pitch about the quality, when I knew differently."

Ms. Seabring and Mark went on discussing Mark's goals and the skills he had learned. Mark confided that the greatest lesson he had learned being a salesperson, was that "honesty is the best policy." As he went out Mark asked when he could phone to inquire if he had been hired for the job.

Positive Factors	Negative Factors

FOLLOW-UP LETTER

Directions: Evaluate the follow-up letter below using the Follow-up Letter Criteria on the following page as a guide. List the positive aspects of the letter which appear to be appropriate and also the negative aspects which seem to be of inappropriate form. Re-write the letter in an acceptable form using the Follow-up Letter Criteria (Appendix, p. A-54) to guide the revision.

220 Pelan Avenue
Kirken, North Dakota 26108
June 12, 1976

Ms. S. Seabring
Personnel Manager
Seabring Clothing Store
1028 Xerxes Street
Kirken, North Dakota 26108

Dear Ms. Seabring:

I want to apologize for the way I acted during my interview with you last Thursday, for the salesperson position. I very desperately want that job, and I guess I became a little emotional because of my family's problems. I am confident that I can do the work required for this position.

I will be anxiously awaiting your call. I am home most of the time right now, so you could reach me at home just about any time. My number is 614-3298. Hope to hear from you soon.

Sincerely,

Mark Thimes

Mark Thimes

Positive aspects of the letter that appear appropriate.

Negative aspects of the letter that appear inappropriate.

FOLLOW-UP LETTER CRITERIA

The purpose of the follow-up letter is to thank the employer formally for his/her time spent in the interview, and to indicate one's sincere interest in the job. This courtesy is sometimes the deciding factor when the interviewer is considering several people with approximately the same qualifications for the job.

The letter should adhere to the following standards:

1. Typed perfectly.
2. Clean, neat, and attractively arranged on the paper.
3. Free from spelling, punctuation, and grammatical errors.
4. Sent within a day or two after the interview.

The letter should include the following points:

1. An expression of appreciation for the interviewer's time and interest.
2. A brief summary of your qualifications and interest in the position.
3. Your name, address, phone number, and when you could be reached.

DO NOT:

1. Mention personal problems or hardships in the hope of convincing the employer of the need for a job.
2. Flatter the interviewer.
3. Overexaggerate appreciation or qualifications.

Appendix A
Strategy 3.2.1

JOB SEEKING APPEARANCE EVALUATION

Directions: Evaluate your job seeking appearance, then ask a friend or classmate to evaluate your job seeking appearance.

	Classmate or friend's opinion		My opinion	
DO I:	YES	NO	YES	NO
Have clean, shining hair?				
Have my hair neatly combed?				
Have clean skin, not oily or dirty?				
Look natural not made up or artificial (female)?				
Look shaved or have a neatly trimmed beard (male)?				
Have fingers and hands cared for, free from dirt, grease or ink smudges?				
Have nails that look attractive, appropriate length, no hang nails?				
Bathe often and use deodorant to keep free from body odor?				
Let my head hang forward?				
Walk or sit with stooped shoulders?				
Allow my stomach to protrude?				
Slouch?				
Perch on the edge of a chair?				
Have clear, alert eyes?				
Have clothes on of the type an employer would expect?				
Coordinate the colors I am wearing to create a pleasant effect?				
Have on clean clothes free from stains or spots?				
Have clothes on that are free from smoke or perspiration odors?				

Appendix A
Strategy 3.2.1

	Classmate or Friend's Opinion		My Opinion	
DO I:	YES	NO	YES	NO
Have on clothes free from tears?	___	___	___	___
Have on clothes that are neat and well-pressed?	___	___	___	___
Have on socks or hose that complement the outfit?	___	___	___	___
Have on shoes that are polished and look cared for?	___	___	___	___
Have on shoes that are appropriate with the outfit?	___	___	___	___
Have jewelry complementary to my total appearance?	___	___	___	___
Appear confident?	___	___	___	___
Sit comfortably relaxed and alert with no nervous movements?	___	___	___	___
Look people in the eye?	___	___	___	___
Speak clearly?	___	___	___	___
Have a pleasing expression on my face, not scowling, fake smile, or blankness?	___	___	___	___
Use facial expressions to convey the meanings I want?	___	___	___	___

Additional comments about appearance? Add suggestions how appearance might be improved. Use other side of page if needed.

APPEARANCE WORKSHEET

In magazines or newspapers locate examples of appropriate female and male job application and/or interview appearance. Clip out the examples and mount them on paper with an explanation of why the person's appearance (dress, posture, expression) would be appropriate when applying for the job suggested in each ad. A total of six appearance examples, two for each ad, are to be located and mounted.

Ad 1

Wanted: Household help. Hours 8 till 5. Mrs. F. Sunberg, 569-5712.

Ad 2

Position available: Supervisor at KL Laundry, experience required. If interested telephone 936-2790.

Ad 3

Sales people wanted: White's Wedding Fashions, 792-6700.

APPEARANCE EVALUATION

Directions: The appearance a job applicant presents influences his/her chances of getting a job. The following checklist can be used to evaluate yourself or to evaluate others. Check yes or no for each appearance item. Remember to suggest improvements whenever a "no" response is given.

	Yes	No	
Hair: clean, neat, appropriate style?	___	___	______________ ______________
Skin: clean, shaved where appropriate?	___	___	______________ ______________
Cologne and makeup: subtle, natural?	___	___	______________ ______________
Hands and nails: knuckles clean, skin smooth, fresh manicure, no hangnails?	___	___	______________ ______________
Body and clothing: clean, no body odors?	___	___	______________ ______________
Clothing: suitable, neat, mended, pressed?	___	___	______________ ______________
Shoes: polished, suitable with clothing?	___	___	______________ ______________
Accessories: suitable, appropriate with attire?	___	___	______________ ______________
Posture: erect and relaxed, no slouch?	___	___	______________ ______________
Expression: alert, interested, confident?	___	___	______________ ______________

Appendix A
Strategy 3.2.

SEARCH OF INFORMATION ON LAWS AND REGULATIONS

Directions: Write the name, address, and telephone number of the agency you would contact if you wanted to answer each of the below questions.

A worker has been unemployed for one month and wants to receive unemployment compensation. Where does he/she go for information about unemployment compensation?

A worker is receiving $1.65 per hour. He/she wants to know if this complies with the Minimum Wage Law. Where can he/she get the information?

A worker is hurt severely on the job and needs vocational rehabilitation. Whom should he/she contact to apply for rehabilitation?

A worker needs help filling out an income tax form. Where should an individual call for help with the form?

A group of workers feel they have been passed over for promotion because of their age. Who can help them with their concern?

A food service worker is told he/she must comply with the health laws. Where can he/she find out what the health laws are?

A job seeker wants to know if Company XQ is unionized before he/she applies for a job with the company. Where could that information be found?

A worker needs training. Where can an individual obtain more information on government job training programs?

BROWSING SESSION

List of Topics (circle the one chosen)

Social Security

Internal Revenue

Minimum Wage and Hour Law

Health Regulations

Unions

Discrimination

Unemployment Compensation

Questions:

1. What are the main provisions of this law or regulation? (State as if you were explaining to someone not familiar with it.)

2. List and define any new words or concepts you gained from the reading.

3. What effect does your topic have on the worker?

4. How does your topic restrict the worker? Protect the worker?

5. List a source where further information can be found regarding this topic.

LAWS AND REGULATIONS SUMMARY

The laws and regulations listed on this chart affect workers in our society. Briefly list the effects each law or regulation has on the worker.

Social Security Laws

1. ____________________
2. ____________________
3. ____________________
4. ____________________

Federal Tax Laws - Internal Revenue

1. ____________________
2. ____________________

Minimum Wage and Hour Law

1. ____________________
2. ____________________

Health Regulations

1. ____________________
2. ____________________

Union Policies

1. ____________________
2. ____________________

Discrimination (age, sex, race) Laws

1. ____________________
2. ____________________

QUESTIONS ASKED BY THE CONFUSED WORKER

Income Tax

Health Regulations

Vocational Rehabilitation

Union Membership

Social Security Benefits

Unemployment Compensation

This is a worker who is confused by laws and regulations. Help the worker "unmuddle" the tangle of information.

Where do I get a Social Security card? Why do I need one?

What is FICA that takes so much out of my paycheck? Where do I go and what do I do to get the money refunded? When can it be refunded?

The company says I'm too young to run the machinery. I know I can do it. What does the law say about this?

I'm having a hard time paying for transportation, clothes, and entertainment on $1.50 an hour. This seems too little pay. Aren't there some wage laws to cover how much is fair to be paid? What are these laws called and what is the lowest minimum wage that can be paid?

My boss told me to get a health certificate. What is a health certificate and how do I get one?

Why belong to a union? What benefit is membership to me?

John, who worked at JS's before I did, was just laid off. He hasn't been able to get another job and needs some money. He has been asking me if he qualifies for unemployment compensation. Briefly, what are the regulations for getting unemployment compensation?

Social Security has been deducted from my paycheck. It'll be years before I am old enough to collect retirement benefits. What good is social security to me now?

THE PROCESS OF COMMUNICATION INFORMATION SHEET

What happens when people communicate?

Communication involves a sender and a receiver. Communication can occur in either one direction where the sender gives the receiver information, opinions, ideas, etc. (one-way) or it can be an exchange of ideas between two or more people (two-way).

Draw arrows to indicate the direction each of the types of communication occurs:

One-way communication

Person People

Two-way communication

Person People

What is said--either verbally or non-verbally--is not always what is intended or interpreted. There are several methods of checking how the receiver interpreted what the sender sent. The checking methods improve communication and can be used by either sender or receiver to test if communication occurred as intended. These skills are vital to satisfactory interpersonal relationships. Methods of checking intended communication:

Paraphrasing what was heard or what was said.

Define:

Describing a behavior or feeling.

Define:

Questioning either sender or receiver.

Define:

Being aware of non-verbal communication, people can more clearly convey their meanings and accomplish the tasks at hand. Non-verbal communication takes on many different forms including facial response, hand motions, body positions, vocal inflections, tone or volume of voice, speed of talking, eye contact, and position of arms. These all convey meaning. They are important parts of the communication process. List five examples of non-verbal communication that you observed either in class or during the past week. Use reverse side of this page to list examples.

CUSTOMER-EMPLOYEE SITUATIONS

Situation 1

The employee (Mr. Podolisk) is explaining the benefits of the Elf Nursery School to Mrs. Haden, a parent, who is thinking of enrolling her son.

Situation 2

The customer (Ms. Dimancheff) is trying to explain to Bluelake Homemaker Service employee (Ms. Ernst) her dissatisfaction with the part-time cleaning person they had sent.

Situation 3

The customer (Mrs. Walters) is describing to Elegant Drapery Shop employee, Janie Santiago, the draperies she wants made.

Situation 4

An employee of a laundry is asking a customer how he/she wants the coat cleaned.

Situation 5

An employee of the Shultberg Hotel is making a reservation for the Askberry wedding reception.

Situation 6

Marion Bednarik, a waitress, is taking an order from Mr. Burnett who is on a special low fat diet.

Situation 7

A carpet cleaner is telling a prospective customer how his unique method of carpet cleaning is better than other methods.

INTERPRETING COMMUNICATION WORKSHEET

Communication 1

Janet and Annette work in a small store that makes custom draperies. Janet, holding a cup of coffee, sat down beside Annette who was busy sewing and said, "We have to be more productive. There are four sets of draperies to be finished by Wednesday. How are we going to get them done?"

How does the incident make you feel?

What did Janet say or do that made you feel this way?

What would you do in response to the incident?

Communication 2

Tim is a short-order cook in a store cafeteria. The manager comes in looking very upset. In a loud voice the manager tells Tim, "Something has to be done! The customers keep complaining about the high prices of food. Soon they'll stop buying at the cafeteria. You'd better go help that customer, Tim!"

How does the incident make you feel?

What did the manager do or say that made you feel this way?

If you were Tim, what would you do in response to the incident?

Communication 3

A customer hurried into Brown's fabric shop and asked for some blue fabric. Dirk, an employee, asked the customer what type of fabric she would like. "Oh, I don't know," answered the customer. "What are you planning to make from the fabric?" Dirk then asked. "It doesn't matter, just give me some inexpensive blue fabric," the customer responded.

How does the incident make you feel?

What did the customer say to make you feel this way?

If you were the salesperson what would you do in response to the incident?

Communication 4

Fred was called into his supervisor's office. Without asking Fred to sit, the supervisor began, "Do you plan to continue working here? If so, you and I need to have a little talk!"

How does the incident make you feel?

What did the supervisor say or do that made you feel this way?

If you were Fred, how would you respond to the incident?

Communication 5

Karen became increasingly impatient as she showed a customer several styles of children's clothing. With a sigh Karen said, "Exactly what are you looking for? There are many people waiting to be helped!"

How does the incident make you feel?

What did Karen say or do that made you feel this way?

If you were the customer, how would you respond to the incident?

INTENT OF COMMUNICATION

Intent of Communication 1

Janet was expressing her feelings that there was so much to do in so little time.

Intent of Communication 2

The manager is just letting off steam. He realized that Tim is not in a position to do anything about the prices. The manager is worked up over what a customer had said.

Intent of Communication 3

The customer had double parked and was in a hurry to get blue cotton fabric to make a costume for her son.

Intent of Communication 4

The supervisor was intent on finding a replacement for an employee who had just quit.

Intent of Communication 5

Karen was anxious to help the customer find what she wanted plus wanted to get on with helping the other customers.

Appendix A
5.2.1, 5.2.2,
5.2.3

SUMMARY OF INTERACTIONS

Every job requires a worker to function in relation to others. People interact in a variety of ways. The following summary has divided worker relationships into eight types of interactions. Jobs tend to contain a larger portion of one type of interaction than others. Recognizing interactions that take place as a part of a job can influence occupational choice and affect interpersonal relationships on the job.

Mentoring

advising
counseling
guiding people in regard to problems that may be resolved by legal, clinical, spiritual, and/or other professional principles
Examples: guidance counselor, window treatment specialist, welfare day-care consultant.

Negotiating

exchanging ideas, information, and opinions with others
formulate policies and programs
arrive jointly at decision, conclusions, or solutions
Examples: administrator, nursery school program planner, refund clerk.

Instructing

teaching subject matter to others
   explaining
   demonstrating
   supervised practice
making recommendations on the basis of technical disciplines
Examples: teacher, consumer advisor, fabric consultant, nutrition program aide.

Supervising

determining or interpreting work procedures for a group of workers
assigning specific duties to workers
maintaining harmonious relations among workers
promoting efficiency among workers
Examples: food service supervisor, head waiter, child care leader.

Diverting

amusing others
Examples: entertainers, professional sports people, playground assistant.

Persuading

influencing others in favor of a product, service, or point of view
Examples: salespeople, advertising people.

Speaking-Signaling

talking with people to convey or exchange information
signaling people to convey or exchange information
giving assignments and/or directions to helpers or assistants
Examples: usher, telephone operator, receptionist.

Serving

attending to the needs or requests of people or animals
attending to expressed or implicit wishes of people
immediate response is involved
Examples: nurse, alterationist, child care person, fast-food counter worker, household textile maintenance person, older American home helper.

Modified from: U.S. Department of Labor. Dictionary of occupational titles, volume 11: Occupational classification and industry index (3rd ed.). Washington, D.C.: U.S. Government Printing Office, 1965, pp. 649-650.

Appendix A
Strategy 5.2.2

JACKIE INTERACTS WITH PEOPLE

Jackie holds the job of director of alterations at Smithy's Department Store. During the day she interacts with people in many ways. Write the name of the interaction (mentoring, negotiating, instructing, supervising, diverting, persuading, speaking-signaling, or serving) in the parenthesis after the sentence in which the interaction is described.

At 8:00 A.M. each day Jackie meets with the five alteration people in the department assigning work for the day and answering questions (1.   ). This is the time Jackie also explains new techniques and methods of handling various types of alterations. Jackets made of Semplex need special care when being altered. Jackie explained the techniques used in handling the fabric then demonstrated how fabric pieces should be taken apart and glued back together (2.   ).

When the five alterationists in the department were busy at their work, Jackie left for a meeting with the store's assistant manager to discuss the responsibilities of the alterations department. Jackie told the assistant manager that lately too many garments had been sent to the department requiring split seams or missing buttons to be repaired. The clothing department had told Jackie that the clothing had arrived in poor condition from the manufacturer. Jackie explained to the assistant manager that with the normal work load the alterations department could not possibly keep up with the extra work. (3.   ). The assistant manager said he would talk with the store's buyers, as well as with the store's clothing department personnel and telephone Jackie toward the end of the week to discuss the matter further.

Jackie went back to the department and started working on alterations when Jim, a new person in the department, asked if he could discuss a personal matter. Jim explained that he and his wife were having marital problems and that he did not know what to do. Jackie discussed the situation with Jim, then asked if a counselor or minister might be best able to help him and his wife with their problems (4.). Jackie added that Jim could have time off during the day to seek help if he wanted but that he would have to work some evenings or come early in the morning to make up the time.

After lunch Jackie asked the junior sportswear buyer to consider enrolling in the course "Sewing With New Fabric" being taught at the local college. Jackie tried to convince the buyer that learning some of the techniques used when working with new types of fabrics would be useful on the job (5.).

Jackie got back to work when a customer came in asking to have an evening gown fitted which Jackie did (6.). When the next customer came in Jackie suggested the customer go to Beth who has had a great deal of experience with adjusting pants size (7.).

Later in the afternoon a customer came in explaining that the dress she had just bought to wear that evening needed shortening and asked if someone in the department could do it. While Lynn measured the dress length on the customer, Jackie showed the customer's son how different machines in the department operated (8.).

Jackie went on to finish her work. Before she left for the day she planned tomorrow's work schedule.

LIST OF REFERENCES ON ATTITUDES AND VALUES

If the learners in your class are not familiar with attitude and value clarification, you may want to give them some experience in this area. The references listed below explain many strategies for attitude and value clarification.

The number at the left refers to reference numbers in the reference section at the back of the module.

BOOKS

24 Values and teaching, ch. 2-7.

27 Teaching for changed attitudes and values, entire book.

34 Values clarification: A handbook of practical strategies for teachers and students, part two.

11 Helping students think and value: Strategies for teaching the social studies, ch. 6.

33 Meeting yourself halfway, entire book.

CURRICULUM MATERIALS

63 Value identification, entire guide.

DIRECTIONS TO THE TEACHER FOR CHARACTER SELF-EVALUATION

The Character Self-Evaluation was designed to aid individual learners in critically analyzing their own character. It should not be evaluated or graded. However, if the teacher chooses he/she may involve the learners in learning experiences that relate to the evaluation such as having the learners write a paragraph describing what they consider as positive points of their character or having a panel discuss "Why Do Employers Look at Character Traits?"

Teachers should remember that an individual's character is personal. An honest self-evaluation will be given only if the learner feels the evaluation will not be viewed by others.

Previous employers and persons listed as references are contacted by prospective employers. Questions pertaining to the character of the job applicant are frequently asked. Studies have shown that employers are willing to train employees in the skills needed on the job. Qualities of character, however, are brought to the job and these are difficult to alter. Character traits are likely to determine if an individual is hired for a job and if the individual retains the job.

A worker's attitudes, values, goals, and aptitudes are reflected in his/her character. A character evaluation of an individual is based on how that individual has responded in work and non-work situations.

Completion of the Character Self-Evaluation gives learners a chance to examine their character as it applies to getting a job.

TERRI'S PROBLEMS

Terri has a job with Jones Diner as a short order cook. After working at the diner for over a year Terri received a letter from the Internal Revenue reminding him that he had not filed his last year's income tax. Why do I have to do that thought Terri as he tossed the letter in the wastebasket.

About the same time Terri's supervisor, Mr. Severy asked him if he had the health examination he needed to comply with the health regulations. "No," said Terri ignoring the whole matter. "You need an examination to work here," answered Mr. Severy. "So I don't work here any longer," said Terri as he walked out the door. "Besides hassling me about the health certificate you have me working too many hours a week. I quit!"

Jobs were harder to find than Terri had imagined and after a month of not locating a job, Terri applied for unemployment compensation only to find that because he had quit his last job he was not eligible.

Terri contacted a local ______ union inquiring about jobs. After talking with Terri awhile the union representative brought up union membership and began explaining the purposes of unions. Terri, who hadn't really been listening to the explanation thought he was being pressured to join, so he hung up.

Finally Terri did find a job stocking shelves in a supply store. He had been working five weeks when he fell off a truck fracturing his spine. As he lay in the hospital Terri thought where can I go for help now? To add to his problems another letter came from the Internal Revenue firmly stating that his income tax return needs to be filed.

LIST OF REFERENCES ON GOVERNMENT AGENCIES

SOCIAL SECURITY

87 Your Social Security

85 Social Security Information for Young Families

83 Applying for a Social Security Number

75 Social Security and You

86 Social Security for Young People--Teaching Aids

84 If You Become Disabled

District Social Security Office has more materials available

INTERNAL REVENUE SERVICE

78 Understanding Taxes

77 1974 Instructions for Form 1040 and for Schedules A, B, C, D, E, F, R, and SE

District Internal Revenue Office has more materials available

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE: HEALTH REGULATIONS

99 Food Service Sanitation Manual

Local health regulations supercede city regulations and city regulations supercede federal regulations. Contact local, county or State Health Department for more information.

DEPARTMENT OF LABOR: WAGE AND HOUR OFFICE

93 Handy Reference Guide to the Fair Labor Standards Act

76 Fair Labor Standards Amendments of 1974 (P.L. 93-259)

92 The Federal Wage Garnishment Law

95 Equal Pay

96 Equal Pay Under the Fair Labor Standards Act

DEPARTMENT OF LABOR: DISCRIMINATION LAWS

(Write to the address below for women working and jobs for women:)

The U.S. Department of Labor
Employment Standards Admin.
Women's Bureau
Washington, D.C. 20210

90 Laws on Sex Discrimination in Employment

89 Know your Employment Rights

94 Age Discrimination Employment Act

97 A Working Woman's Guide to Her Job Rights

The numbers at the left refer to reference numbers in the reference section at the back of the module.

UNIONS

19 Economics for Young Adults

73 Why Unions?

35 Organized Labor in American History

28 The Local Union

26 Labor Unions - How to: Avert Them, Beat Them, Out-Negotiate Them, Live With Them, Unload Them, Part 1.

(Check current issues of the Manpower magazine for further information.)

STATE EMPLOYMENT SERVICE

79 Job Service-Job Insurance

98 American Manpower Today

88 Do You Want a Job?

Contact district State Employment Service for local information and refer to the Index to Publications of the Manpower Administration.

UNEMPLOYMENT COMPENSATION

79 Job Service-Job Insurance

98 American Manpower Today, p. 21-23.

NOTE: References become outdated quickly. Check with local and state agencies to obtain current information.

Plan lessons early to allow adequate time for gathering references.

LIST OF REFERENCES ON INTERPERSONAL RELATIONSHIPS

There have been published many curriculum guides and books on communication and human interaction. Any of the suggested materials would provide the teacher with valuable background useful in teaching communication or interaction concepts.

The number at the left refers to reference numbers in the reference section at the back of the module.

BOOKS

5 Personality and interpersonal behavior, ch. 5, 6.

3 You said it, entire book.

30 Foundations of communication theory, pp. 15-24, 125-135, 137-150, 166-175.

8 Human relations, entire book.

17 Succeeding in the world of work, ch. 7.

KEY FOR JACKIE INTERACTS WITH PEOPLE

1. Supervising
2. Instructing
3. Negotiating
4. Mentoring
5. Persuading
6. Serving
7. Speaking - Signaling
8. Diverting

DEFINITIONS

Competency 1

27 Attitudes are states of readiness that influence the action of an individual toward objects and events. Attitudes involve feelings; they are not merely intellectual responses. We express these feelings or states of readiness by words and by actions.

12 A cultural group can be defined as persons holding a similar collection of mores, folkways, and institutions that constitute their social as well as biological heritage.

20 A goal is a statement describing a broad or abstract intent, state, or condition.

17 Reasons for working

Economic - People work for money to be able to purchase the goods and services which are necessary; physical needs.

Social - People work because of a desire for contact with other people.

Psychological - People work for reasons that make them feel good about themselves such as self esteem, achievement, self-fulfillment, creativity.

27 A value is a standard or yardstick to guide actions, attitudes, comparisons, evaluations, and justifications of self to others.

Competency 1 and 2

A professional is one who has acquired a learned skill and conforms to ethical standards of the profession in which he/she practices.

A skilled person is one who performs a wide range of related activities that were learned through a combination of job instruction, trade instruction, and/or work experience.

A semiskilled person is one performing a job that requires skill in a limited range of activities.

Competency 2

2 Entry level jobs are those jobs that most often call for no more than the ability to read, write, and follow instructions, plus indications of motivations to train and continue to work in the field.

43 Career ladders are indicated by the jobs place on the vertical steps which are available to a person as he/she gains the necessary education and experience to move up in a job area. (An example of a ladder is found on page B-10).

43 Career lattices are indicated by the job available on the horizontal movement open to a person in any given career area.

The movement vertically or horizontally may be made due to increased education and experience and/or interest in a similar but different occupational area.

A job cluster is a group of jobs that utilizes a common core of skills.

Competency 5

15 Paraphrasing is testing how well you understand another person's comment by trying to put his/her ideas into your own words.

15 Describing feelings is using words which identify feelings by describing your emotional state.

15 Nonverbal communication is mannerisms that convey meaning to others such as crossing ones arms, frowning, looking at the floor, and blushing.

15 Defense mechanisms are described as reactions to frustration or conflict that are used to protect pride, save face, ease failure, and justify actions.

NOTE: The number at the left refers to reference numbers in the reference section at the back of the module.

CARE AND GUIDANCE OF CHILDREN AND
THE ELDERLY AND SUPPORTING SERVICES
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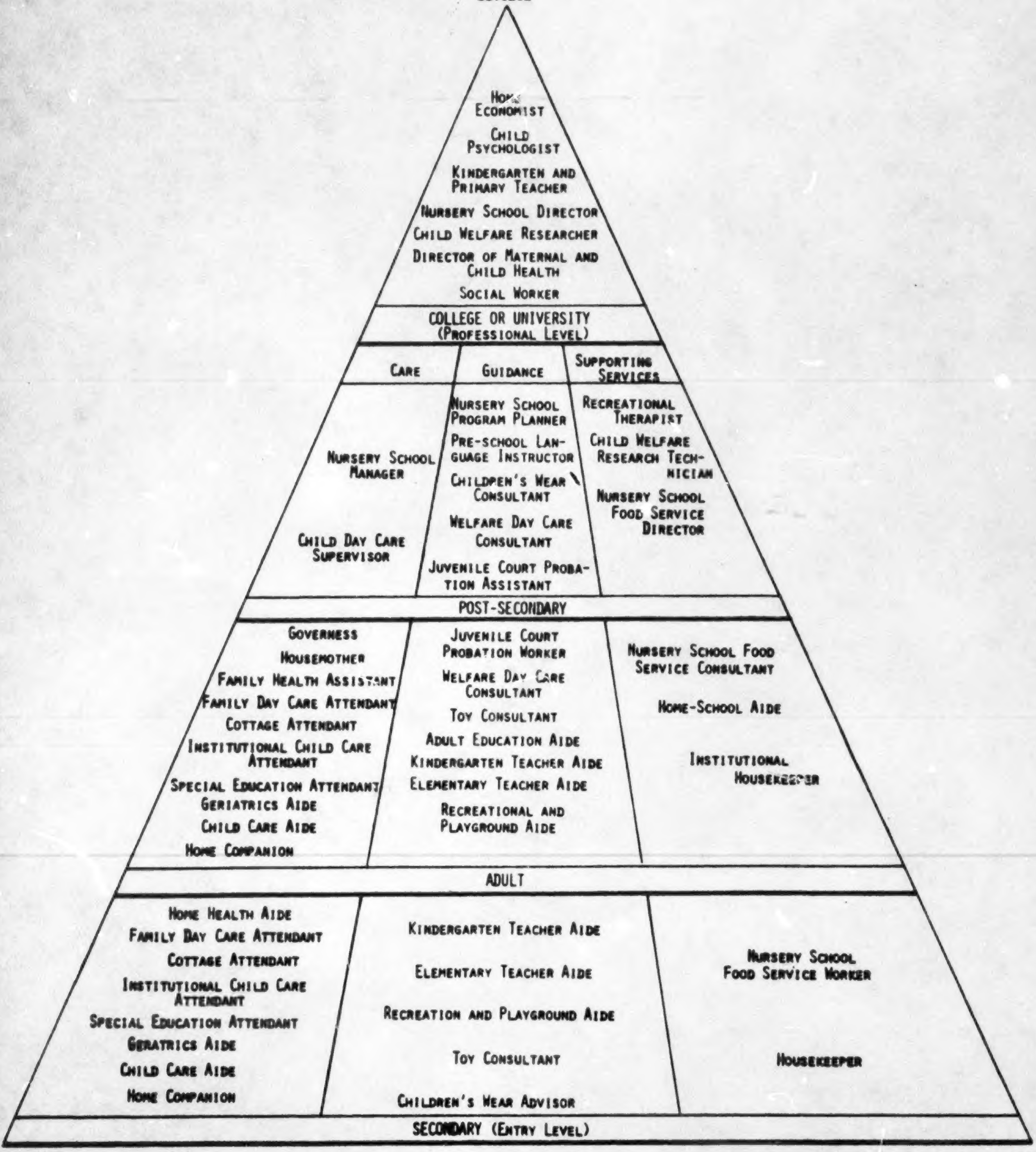

Care	Guidance	Supporting Services
Home Economist Child Psychologist Kindergarten and Primary Teacher Nursery School Director Child Welfare Researcher Director of Maternal and Child Health Social Worker		
COLLEGE OR UNIVERSITY (Professional Level)		
Nursery School Manager Child Day Care Supervisor	Nursery School Program Planner Pre-school Language Instructor Children's Wear Consultant Welfare Day Care Consultant Juvenile Court Probation Assistant	Recreational Therapist Child Welfare Research Technician Nursery School Food Service Director
POST-SECONDARY		
Governess Housemother Family Health Assistant Family Day Care Attendant Cottage Attendant Institutional Child Care Attendant Special Education Attendant Geriatrics Aide Child Care Aide Home Companion	Juvenile Court Probation Worker Welfare Day Care Consultant Toy Consultant Adult Education Aide Kindergarten Teacher Aide Elementary Teacher Aide Recreational and Playground Aide	Nursery School Food Service Consultant Home-School Aide Institutional Housekeeper
ADULT		
Home Health Aide Family Day Care Attendant Cottage Attendant Institutional Child Care Attendant Special Education Attendant Geratrics Aide Child Care Aide Home Companion	Kindergarten Teacher Aide Elementary Teacher Aide Recreation and Playground Aide Toy Consultant Children's Wear Advisor	Nursery School Food Service Worker Housekeeper
SECONDARY (Entry Level)		

Taken from: Arizona State Department of Education, Division of Vocational Education, Home Economics Section. Home economics related occupations framework. Phoenix, Arizona: Author, 1972.